



*Election Matters: Using the **Motivation**
and **Reward** of the National
Student/Parent Mock Election to Teach
Reading (and some Math) Skills*

High School Lessons Tied to Language Arts and Math Core
Requirements to Help Teachers Meet the Requirements
of “No Child Left Behind”

Written for the National Student/Parent Mock Election

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CURRICULUM OUTLINE

The curriculum outline presented is designed to meet the goals of the *U.S. Department of Education Strategic Plan 2002-2007* by teaching reading and math skills through learning experiences which will prepare students to participate in the National Student Parent Mock Election. Students will develop comprehension and processing skills, build vocabulary, and more effectively scan reading material and predict what will be learned. Additionally, lessons will allow students will improve their ability to interpret information through the use of mathematics, specifically percentages, reading and creating graphs, and descriptive statistics.

UNIT GOALS

Students will improve reading and mathematics skills through learning experiences that prepare them to participate in The National Student Parent Mock Election.

Note to Teachers: Prior to beginning this unit of study, visit the National Student Parent Mock Election homepage, <http://www.nationalmockelection.com>. Click on “Enroll Now” to register your school to participate. Contact parents of your students, or the P.T.S.A. for assistance in setting up and running The Mock Election. Consult local elementary schools to encourage participation in the Mock Election. Correlate the unit time line, so as to allow high school debates to act as an event in building excitement for the National Student Parent Mock Election at the elementary level.

Building Excitement for the Unit

Prepare students for this unit by inviting candidates to address the students. Allow students to participate in contacting the candidate, either by letter, or by actually visiting campaign headquarters. Involve parents by scheduling an evening assembly and inviting families to attend. Invite Congressional, Gubernatorial, Mayoral, or other local candidates, inviting opposing candidates to debate issues, or respond to audience questions. Students should prepare questions for the candidates if the question and answer format is chosen.

A Candidates night is another way to prepare students and motivate their participation in Mock Election. Students should be allowed to plan and prepare the evening with teachers offering assistance as needed. All candidates that will appear on the ballot are invited to come to a central area, such as a school commons or cafeteria, and meet with parents and students, answering questions and promoting their platform. An introduction to issues could be included by allowing students to chose one candidate that will attend the event, study the platform of that candidate, and prepare a speech as if the candidate. An enjoyable addition is to allow students to present speeches promoting the candidates ideas in front of the candidates. Students are assigned to visit a variety of candidates and obtain answers to student prepared questions.

Day One: The Importance of Voting

Reading Skill: Comprehension

Objectives:

- Students will self-evaluate reading skills.
- Students will understand the importance of voting.

Methods and Activities:

Pretest Unit Skills: Teacher will gain information as to student skills in reading and math by pre-testing unit skills: scanning and prediction, comprehension, process skills, vocabulary, figuring percentages, and descriptive statistics. Students will also fill out a self-evaluative reading questionnaire.

Homework to be completed during course of the unit: Students are more motivated to read and involve themselves in study of the issues if they have the chance to bring ideas in print into the real world. An assignment, offering a choice of activities is given to the students to complete over the course of the unit. Among choices for assignments are watching debates and comparing press reports to actual debates, attending town meetings, volunteering as campaign workers, and study of written election issues.

Evaluation of Learning:

- Class discussion and participation

Day Two: Learning about Mock Election

Reading Skill: Comprehension

Objectives:

- Students will self-evaluate reading skills.
- Students will develop and improve reading comprehension skills.
- Students will understand the purpose of the National Student Parent Mock Election.

Methods and Activities:

The concept of Mock Election will be introduced through reading and a cooperative game. Students will participate in reading activities, requiring use of comprehension skills. Activities are in cooperative game format and allow student to gather information about the Mock Election.

Evaluation of Learning:

- Class discussions and game outcomes

Day Three and Four: Elephants and Donkeys

Reading Skills: Comprehension and Process Vocabulary Building

Objectives:

- Students will develop comprehension and process skills through reading online sources.
- Student will develop vocabulary as it relates to political concepts.
- Students will understand the differences between the major political parties.
- Students will be able to correctly apply the terms liberal and conservative to parties and issues.
- Students will identify and analyze their own political beliefs.

Methods and Activities:

Based on pre-test results teacher will provide instruction in any reading skills needed for this lesson to include a discussion of self-evaluation questions based on student needs. Teacher will then introduce vocabulary which is unique to elections. Students will then be given a vocabulary worksheet of political terms. Students will read online sources and fill out teacher worksheets based on information gained in reading. Students will also take an online quiz that allows them to identify and analyze their own political views. Day Four is a continuation of Day Three activities.

Evaluation of Learning:

- Completed Political Quiz Handout
- Completed Political Vocabulary
- Completed Political Parties

Day Five: What's Important?

Reading Skills: Scanning and Prediction Comprehension and Process

Objectives:

- Students will scan newspaper articles and predict the contents.
- Students will read articles and documents, comparing contents with predictions.
- Students will evaluate which issues are of interest to them and why.
- Students will compare and contrast their own interest in current state and community issues with that of their peers.

Methods and Activities:

Students will be instructed in the skills of scanning and prediction. Students will scan newspaper articles, and campaign literature about local election issues and predict what they will learn from their reading. They will then read the articles, and at the conclusion of their reading, summarize what they learned. Comparison will be made between their findings and their predictions. At the completion of individual reading, students will be placed in cooperative groups, review articles studied and discuss which current issues are of the most concern to them. As a group they will prepare a list of issues they feel most concerned about. Groups will then moved in jigsaw fashion to compare answers. At the conclusion of group work, the class will prepare a list of the issues that were identified and prepare a poll for other students. The purpose of the poll is to determine peer interest in current election issues. Teacher will provide, or instruct students, how to prepare tally sheets to record results their interview with peers as part of class poll. Students will be assigned to conduct poll. To prepare students for this lesson, teachers are referred to <http://www.nationalmockelection.com>. There they will access the teachers guide which will give teachers background on how to use newspapers to teach about the election. Students are assigned to read the news daily and keep record of positive and negative press coverage including political cartoons, articles, and advertisements.

Evaluation of Learning:

- Completed Venn Diagram or similar chart from scanning and prediction activity
- Group lists identifying issues
- Prepared tally sheets to conduct poll
- Newspaper coverage log (to be turned in after election)

Day Six: Who's Who in the Election?

Reading Skills: Semantic Webbing **Comprehension and process**

Objectives:

- Students will identify candidates in the election and their party affiliation.
- Students will organize ideas from their reading through use of a semantic web.
- Students will create a table to organize what they have learned.
- Students will evaluate what issues are most important to them and why.

Methods and Activities:

Prior to this lesson, teachers should contact the local party headquarters for each political party and acquire campaign literature for each candidate to use as reading material for this lesson. Students given semantic webs to connect issues and candidates as they read. When complete, students will, either individually or in groups, create a master table which lists each candidate and correlates his or her stand on current issues. Drawing on knowledge acquired in the previous lesson, students will also identify the political party of each candidate and decide if the candidate is liberal or conservative. At the completion of this activity, students will be asked to evaluate which issues are of importance to them, and why, and discuss that in written form.

Evaluation of Learning:

- Completed Webs
- Completed Table
- Written Response

Day Seven: So Who Cares About What?

Reading Skill: Interpreting Information

Mathematics Skills: Percentage and Graphs
Descriptive Statistics

Objectives:

- Students will interpret written information and apply it to a graph.
- Students will figure percentages when comparing students polled with issues of interest.
- Students will understand the basic concepts of central tendency.
- Students will apply the principles of central tendency to results of student poll.

Methods and Activities:

Students will bring the results of completed student poll to class. In groups, they will consolidate information. Group totals will be listed on board so that class totals can be determined. Teacher will instruct students, based on pre-test results, in any needed mathematical skills to figure percentages, make graphs, and will introduce the concept of central tendency. Students will compute percentages of students interested in various issues, and then prepare individual graphs to convey the results of their findings. They will also interpret the range of scores and apply concepts of median, and mode to their findings.

Evaluation of Learning:

- Completed tally sheet from student polls
- Graphs
- Completed math problems

Day Eight: Promoting A Candidate:

Reading Skills: Pre-reading-Brainstorming Comprehension for Transfer

Objectives:

- Students will recall ideas previously read in political brochures.
- Students will analyze methods of promoting a candidate.
- Students will create a political campaign for the candidate of their choice.

Note: The War Room game is found on <http://www.historywise.com>. It is recommended that teachers play the game to better understand it and answer student questions.

This game requires student to read information from the site, and make a variety of campaign decisions, Mathematical skills are used as students must decide how to allocate resources of time and money to elect their “candidate.” Students will fill out teacher prepared worksheet assessing their use of reading and math skills as they play the game. The game requires approximately 2 hours to play.

Extend the unit by three 50 minute periods, or one and a half 90 minute periods to use this game.

It is desirous for the National Student Parent Mock Election to be conducted on a school wide basis. Depending on teacher involvement, in-school campaigning for an individual candidate could be managed by various classes, with student created flyers, posters, etc. distributed throughout the school. It is also possible to divide a class into groups and assign groups the campaign responsibility for various candidates and have a class responsible for managing campaigns, and promoting information to prepare the student body for The Mock Election.

Methods and Activities:

Students are questioned to stimulate recall of political brochures previously read in class. Class discussion follows, focusing on what students remember about brochures. as teacher puts ideas on board. Brochures are then passed out to students along with a graphic organizer. As students read, they examine methods candidates are promoted and the effect of that method. Student then break into small groups and discuss the effectiveness of each method. Class is assigned to plan a campaign for candidate(s) to promote awareness of the candidate prior to the Mock Election. Students prepare flyers, brochures, poster, and other promotional information about their candidate based on information gathered from reading. Students will conduct the campaign till the Mock Election is complete. A suggested enrichment for this lesson involves students preparing press releases and holding a press conference for local media to publicize The Mock Election.

Evaluation of Learning:

- Completed graphic organizers
- Campaign materials
- Press Releases

Day Nine: Get The Point

Reading Skills: Research Comprehension and process

Objectives:

- Students will identify and apply the steps of research.
- Students will read to research information in support of the candidates stand.
- Students will analyze reading by comparing and contrasting various views.
- Students will evaluate reading by forming opinions on candidates' platforms.

Methods and Activities:

The teacher instructs the class on the steps required to do effective research. Students will be asked to identify the various types of materials they must read to become more knowledgeable in regard to election issues. Students are given Venn Diagrams, and asked to select two candidates of their choice. Students will use Venn Diagrams to compare and contrast candidates stand on the issues, or the pros and cons of a particular election issue. Students will also complete a worksheet explaining the steps of research that were completed. Students will then select candidates or issues that they would like to debate. The remainder of the period is spent in the library researching in preparation for a debate. An alternate activity for this lesson, or an extension of the unit, is to engage students in researching historical elections that have been very close, and where only a few votes determined the outcome. After seeing the importance of one vote, students organize a voter turn-out campaign..

Evaluation of Learning:

- Completed Venn Diagram (to be turned in next lesson)
- Completed research worksheet

Day Ten: Taking Sides

Reading Skill: Research Comprehension and process

Objective:

- Students will identify and apply the steps of research.
- Students will read to research information in support of the candidates stand.
- Students will evaluate reading by forming opinions on candidates' platforms.
- Students will write two debate arguments which exhibit comprehension of reading.
- Students will organize and prepare a political debate.

Methods and Activities:

If not done in the previous lesson, teacher will form debate teams. Students will be given instruction regarding how the debate will be run. Team Captains should be installed, and the group each team should be given time to assign individual responsibility for the debate. The balance of the class period is spent in the library doing research. Note: Some teachers might chose to spend two days on this lesson, adding an extra day to the unit.

Evaluation of Learning:

- Debate arguments and/or
- Voter Turn-out Campaign Plan

Day Eleven: Debate

Reading Skills: Comprehension for transfer

Objectives:

- Students will demonstrate comprehension of unit reading activities.
- Students will demonstrate analysis of unit reading activities.
- Students will demonstrate evaluation of unit reading activities.

Methods and Activities:

A political debate will be conducted. Students will present arguments, and audience will evaluate presentations on peer edit worksheet furnished by teacher. At the conclusion of the debate, students will prepare a written evaluation of the experience, including their opinions about the activity and its persuasiveness. An alternative to classroom presentations and peer reviews is to present student debates for local elementary classes and allow elementary students to predict the winners. Teachers might wish to correlate the start date of the high school unit with elementary teachers so that debates can serve as a kick-off for elementary participation, so as to allow ample time for the development of Mock Election Elementary Curriculum. An alternative to this is to schedule debates for earlier in the unit.

Evaluation of Learning:

- Oral debate arguments
- Peer Evaluations
- Written evaluations

Day Twelve: Get Ready to Vote

Reading Skills: Comprehension

Objectives:

- Students will demonstrate the ability read a ballot.
- Student will apply knowledge gained by voting in the Mock Election.
- Student will demonstrate growth in reading and math skills on unit post-test.
- Students will realize growth in reading and math skills on post self-evaluation.

Methods and Activities:

Prior to this lesson, teachers should obtain a sample copy of the voting ballot to be used in The Mock Election. Students will be instructed briefly on history of ballots. Teacher will display scanned ballot on overhead and explain its use. Students will then be given a sample ballot. Teacher will read a series of questions, and students will read the ballot to find the answers.

When activity is finished, students will be given final instruction to prepare to participate in The National Parent Student Mock Election. Students vote in accordance with class or school plan for Mock Election participation. Teacher administers post test of unit skills and unit self-evaluation.

Evaluation of Learning:

- Successful completion of student ballot activity
- Participation in National Student Parent Mock Election
- Newspaper Coverage Log
- Post Test of Unit skills
- Post Self-Evaluation of reading skills.

Teacher's Guide

Educators in the twenty-first century are faced with daunting responsibilities. Curriculum is to teach the fundamentals of core academic skills, such as reading and math, in a classroom that will foster strong character and good citizenship. The *U.S. Department of Education Strategic Plan 2002-2007*, stresses using proven methods to develop and strengthen reading and math skills, and the creation of school environments that foster citizenship and civic responsibility. The National Student Parent Mock Election is pleased to present this curriculum, aimed at achieving the goals of the Department of Education's Strategic plan. Through active learning experiences, students can acquire and improve measurable reading and math skills while connecting their knowledge to real life experiences.

Real life experience is provided through participation in the National Student Parent Mock Election (NSPME), the largest voter education project in the nation. Students who participate in the Mock Election are more informed about the issues. The experience of participation will also give students an opportunity to experience the democratic process that is the foundation of self-government in the United States. Please check the NSPME web page, <http://www.nationalmockelection.com>, for information on the Mock Election in your state.

Aside from teaching democratic process and allowing students to participate in an election, the primary goals of this curriculum are to improve reading and math skills. Lessons utilize reading and math activities to increase civic awareness while building to the Mock Election experience. The lessons are designed to give an opportunity to apply mathematics to real experiences, as well to engage students in their reading. Activities such as using local newspapers to examine election issues, help break the cycle of disengagement found frequently in students, especially those who are poor readers. Collins (1996) cites research that found that students using newspapers in place of other, more traditional, reading texts were more successful readers.

The curriculum is designed to utilize a variety of reading and math strategies while giving teachers flexibility and choice. Each lesson is intended to be presented in 50 minutes, except as noted. Depending on the age level and ability of students, as well as the available instructional time, some teachers may need to modify or split lessons into more than one day. Some students may require more time to complete the activities that are presented. If available instructional time for the unit does not permit extending lessons another day to accommodate students who need more time, it is suggested that work that is not completed in class be assigned as homework. Many instructional strategies are designed so that they may be assigned for completion in class, or as homework, so as to best utilize classroom time.

Available time for presenting the curriculum may be a concern for some teachers. The demands of state and/or school district core curriculums may find some teachers feeling that they do not have time to present all of the lessons. It is suggested that the following modifications be made by those who only have time to teach a portion of the material:

Shorten the unit by teaching Day One thru Seven.

Finish the unit with Day Twelve

Days Eight thru Eleven are designed as optional lessons which give teachers the opportunity to provide students additional reading and research practice. Day Eight will allow students to further develop comprehension skills and process the material that is read. Students make choices and decisions, based on their reading, while playing the War Room game. Day Eight is also designed to expose students to the strategies required to conduct a successful political campaign. Please allow more than one day if the "War Room" game is played during class. Day Nine thru Day Eleven are intended to increase research skills while students analyze and evaluate current candidates and/or issues in the election. Students will express their views in a debate. Teachers may chose to use either of these extensions if time does not allow the use of both.

Another concern that some teachers may have is block scheduling. It is suggested that teachers on block schedules combine lessons as follows. The left column is the instructional period, while the right column is the adaptation.

Day One:	Combine Day One and Two
Day Two:	Present Day Three and Four in one Day
Day Three:	Combine Day Five and Six
Day Four:	Present Day Seven allowing students to create graphs in class.
Day Five:	Present Day Twelve. Begin the next unit of instruction as students complete tests.

Teachers who use the optional lessons might find the following ideas helpful. The left column is the number of the lesson in the curriculum while the right column is a suggestion for teaching.

Day Eight:	<p><i>Option One:</i> Use one day to allow students to play the "War Room" game, assign the balance as homework. Allow one Additional period to design their own campaign and create posters, etc.</p> <p><i>Option Two:</i> Use two days for the War Room game, and one class period, or partial period for the campaign activities.</p>
Days Nine and Ten:	<p><i>Option One:</i> Combine Days Nine and Ten by using half of the period to instruct on research skills and using the second half for students to organize the debate. Research is completed out of class.</p> <p><i>Option Two:</i> Teach as per Option One but add an additional day for student research prior to the debate.</p>
Day Eleven:	Extend the time for the debate and/or allow students to write their evaluations of the experience in class.

Aside from considerations regarding scheduling that have been discussed, some teachers may be unsure how to use the Election Project. This project is designed for high school students who can work well independently and have strong skills. Teachers should decide if it is appropriate for the abilities of their students.

The curriculum is also intended to require a minimum of additional teacher preparation time. Student materials are ready to copy. However, some teachers may feel that additional study would be helpful before presenting the unit. A variety of Internet sites are suggesting in the teacher preparation section of several of the lessons. Teachers should note that the National Student Parent Mock Election website, <http://www.nationalmockelection.com>, also contains a variety of links that teachers might find helpful. Pre and Post Tests are prepared with keys. It should be noted that the Pre-Test is designed to measure reading and math skills at the beginning of the unit, while the post test will assess gains as a result of instruction. In addition, a glossary of terms which might be unfamiliar to some teachers, and a reference list of materials used to prepare the curriculum, is also provided as part of this guide.

The Curriculum being presented by The National Student Parent Mock Election is designed to help you achieve the goals of the Department of Education's Strategic plan. Through active learning experiences, students can acquire and improve measurable reading and math skills while connecting their knowledge to real life experiences. Now, more than ever, young students need to be prepared to face the challenges of a democracy. Congratulations on the important role you play in that process.

Glossary

- Comprehension: The ability to understand and explain a concept
- Comprehension and Process: . . . The ability to understand and explain a concept and then further analyze and evaluate it.
- Comprehension for Transfer: . . . The ability to understand and explain a concept and then apply that knowledge to a new situation.
- Mean: The score located at the mathematical center of a distribution; the average.
- Median: This is the score located at the fiftieth percentile, or the very center of all scores.
- Mode: The score that most frequently occurs. This can also be called a modal score.
- Process Skills: The skills of applying and analyzing information, the ability to create something new with knowledge and/or the ability to evaluate a concept.
- Semantic: refers to words.
- Semantic Web: A method which allows students to break out main ideas from their reading and organize them. Main ideas are placed in larger circles with supporting ideas placed in smaller circles connected by a line to the circle containing the main idea. All circles are connected by lines to create a web. See appendix.
- Statistics: A branch of mathematics that describes and organizes data.
- Venn Diagram: A tool used to help build analysis skills. It is created by drawing two circles allowing them to overlap. Students title each circle by the ideas being compared. After listing facts about the title in the appropriate circle, similarities, or differences, are listed in the center where the circles overlap. See appendix.

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Day One: The Importance of Voting

Reading Skill: Comprehension

Reading, as an activity, is considered as students self evaluate their reading habits. Students also read the Constitution, and either a teacher prepared handout or an online source on the importance of voting.

Objectives:

- Students will self-evaluate reading skills.
- Students will understand the importance of voting.

Teacher Preparation:

Teachers should be familiar with major issues and candidates in local, state, and national elections being conducted in their area. The America Online Election Guide, <http://school.aol.com/features/special2.adp> or Project Vote Smart, located at <http://www.vote-smart.org> are both valuable resources for learning about what is on the ballot in your state. In Project Vote Smart, click on the side bar link titled state information. Click on your state to find information on ballot issues, candidates, and elected officials.

Materials Needed for Each Student:

- Unit pre-test
- Reading self-evaluation questionnaires
- Copies of the U.S. Constitution if not available in student text-book. Note: The Constitution may be downloaded at <http://www.house.gov/Constitution/Constitution.html>.
- “What is a Mock Election?” handout
- If not projecting or taking students to the computer lab to view the Utah Mock Election site, copies or transparency of facts from “The Power of One” from Utah Mock Election Student section, <http://www.mockelection.utah.gov/>
- Copies of Election Project (optional)

Methods and Activities:

Unit Pretest

Pretest Unit Skills: Teacher will gain information as to student skills in reading and math by pre-testing unit skills: comprehension, process skills, vocabulary, figuring percentages, and descriptive statistics. Administer the unit pre-test.

Self-Evaluation

At the conclusion of the pre-test, have students fill out “What Kind of Student am I?” self-evaluation questionnaire. As students finish instruct, them to review Articles 1 and 2, of the United States Constitution while their classmates finish their pre-tests and self-evaluations. Keep the self-evaluations after reviewing them to hand back to students on Day Twelve.

Class Discussion

As students finish activities, conduct a brief discussion about the following questions:

1. What did you learn about the legislature and the Presidency?
2. How are these individuals chosen for office?
3. What are the requirements to run for Congress, Senate or President?
4. What do you know about the current election?
Who are the candidates? (Add other questions as appropriate for your local election.)
What are some of the issues?
5. How important do you believe it is to vote? Why?

Lecture

Voting is a very important right granted under the Constitution. Is it important to vote?

Review the importance of voting and remind students of the close result of the 2000 Presidential Election. Ask what might have happened had more people voted?

Point out that often people are interested in Presidential Elections, but give little attention to midterm elections. Ask students why they believe this occurs?

Instruct students:

Elections are held every two years. Presidents are elected every four years. The election held between Presidential elections, which involves members of the house or representatives, one-third of the senate, and various state and local elections is known as the mid-term election. Midterm elections can change which party controls the House of Representative or the Senate, or even the state in which you live. That could mean that the laws that are passed could be very different, depending on which political party is in charge. Typically, the most exciting election contests in a midterm election are those for governors, U.S. Congressmen, and Senators. Governors affect the way government is run in your state, as they suggest programs and policies, and have the ability to pass or veto laws made by state legislatures. Senators perform a variety of functions such as giving final approval to bills passed by Congress, and can even hold trials should a President be impeached by the Congress. (Impeachment means that charges are made, and the President must then stand trial in the Senate.) The Vice President is the President of the Senate.

Congress has a variety of functions. Your Congressman can be an advocate for you if you have a problem. Some of the things your Congressman can do are:

- Arrange meetings for you with a federal agency.
- Help you solve problems such as immigration issues
- Help you find reports from government research organizations
- Introduce Legislation

- Co-Sponsor existing legislation
- Vote for, or against, legislation in the House, or that being considered by the Senate

The Speaker of the House, who is head of the House of Representatives, is next in line to be President if for any reason the President and Vice President could not serve in office. Pres. Gerald Ford was serving as Speaker of the House when he became president due to the resignation of President Richard Nixon and Vice President Spiro Agnew.

There is usually a lot at stake in an election. The Presidential Race that the country is currently engaged seems to get more focus than a midterm election. Though traditionally, we look at the race as a contest between the Republicans and Democrats, after the Democratic Primary was held, and Senator John Kerry selected as the party candidate, there were still 96 other Presidential hopefuls. Though Bush, Kerry and Nader, of the Independent party, are considered the front runners, early August saw individuals from more obscure political parties such as "Mike's Party," "Turtles" and "21st Century Prohibition" still vying for the national leadership. Though it is unlikely that representatives of minority parties will win the election, the ideas and candidates can still influence the outcome. In the current election, there are 34 Senate seats that being decided; 15 are Republican and 19 are Democrat. Congress has 435 seats that are impacted by 2004 election results, and 36 states are electing new governors.

Have students put heads on desk. Invite students to vote how important the offices decided in a election are: not important, somewhat important, important, very important. Very likely the vote will be a majority for important or very important. Ask: What does the result of the class vote tell us about voting and how important it is? (If for any reason student select not important, discuss the benefits of having a say in who makes our laws, and the ability to replace those individuals who we do not feel are doing a good job).

Announce to students that next class period they will be learning about a way they can vote and learn about the democratic process. Make assignments.

Assignments

Assign students to begin watching newspapers and magazines for articles about the current election or issues surrounding it, and save them to bring to class. Give due date of Day 5 Lesson

If assigning the election project, it should be passed out at the end of this class. Explain it to the students and give due date. Depending on the availability of town meetings, etc., in your area, you may wish to assign this project prior to teaching this unit with the due date coinciding with the Day Twelve lesson.

Evaluation of Learning:

- Class discussion
- Self-evaluation questionnaire
- Unit pre-test

What Kind of Student Am I?

Thinking of yourself, circle all that apply.

I learn best by (circle all that apply):

- a. reading
- b. hearing
- c. seeing
- d. restating what was said
- e. taking information "apart" and putting back together again
- f. sensing, touching, or feeling

Please answer each of the questions below to the best of your ability. There are no right or wrong answers.

1. I read because I want to, either for fun or to learn something:
 - a. daily
 - b. 2-3 times a week
 - c. once a week
 - d. every two weeks
 - e. once a month
 - f. less frequently than once a month
2. I read because I am assigned to do so:
 - a. daily
 - b. 2-3 times a week
 - c. once a week
 - d. every two weeks
 - e. once a month
 - f. every two months or more
3. What are my reading habits? (Consider the location where you read, your body position, lighting, how long you read before you want to stop, etc.)
4. What reading habits have I developed to help me learn?
5. I believe I understand what I read:
 - a. better than most people
 - b. about the same as most people
 - c. not quite as well as most people
 - d. much worse than most people
6. Which of my reading habits hurt my ability to comprehend what I am reading?
7. Am I an efficient reader? Why or why not?

8. How fast do I read? (In other words how long would it take you to read 10 pages of a paperback book?)

9. What other sources besides textbooks, do I read to help myself learn?

10. Please place a check by the reading materials that you enjoy. Put multiple checks by the ones you enjoy most.
 Textbooks
 Books about topics you are studying, assigned by teacher, or found as part of research
 Novels
 Non-fiction books
 Magazines
 Newspapers
 Internet sources

11. Which of the reading materials above do I feel I learn the most from?

12. When I come across a word I don't know or recognize, what do I do?

13. Do I have an ongoing system for improving my vocabulary? If yes, tell about it.

14. What makes an assignment difficult or easy for me?

15. What can I do to improve my ability as a reader?

Adapted from *What Kind of Student Are You? (A Self-test)* by Linda Gowans, Ph.D., Weber State University, 1994.

Election Project

Elections are a vital part of the democratic process that has made the United States a strong nation. The results of elections produce outcomes that have the power to shape and mold the country and directly influence the quality of life for citizens. Years after elections are over, historians and political scientists study the events that influenced election results. Learning to understand the political process, how to recognize key issues, and realizing the importance of the right to vote, are valuable to maintaining the freedoms our Founding Fathers envisioned for this nation.

This project is designed to give you the opportunity to learn more about your political beliefs, study current political issues, and discover which candidates best represent your views. You have the option of choosing your grade by the amount of effort you wish to invest. If you complete all requirements in a particular grade range you will receive a grade plus or minus that grade range based on the quality of your work. *Any work that is not completed according to instructions will not be counted.* There are various choices in some of the grade ranges, so you may pick activities that you believe you would enjoy. The title page and checklist, included with these instructions, is to be stapled to the front of the completed assignments that you turn in.

All Students are expected to vote in the Mock Election.

Date Due: _____

F:

1. Do not turn in any of the project
2. Complete less than 3 of C range requirements
3. Items turned in are not done according to instructions and are not accepted in sufficient number to be counted in another grade range.

D: (+ or - depending on quality)

1. Complete 3 assignments from C range requirements and follow all instructions.

C: (+ or - depending on quality)

All students complete the following:

Note: Time in class will be given for the majority of these activities.

1. Complete Presidential Online War Room Game and turn in required written work. This activity will help you learn some of the challenges a political candidate must face, and the type of decisions that are made behind the scenes that can lead to a candidate completing a successful campaign. You will play the game in class with a partner, and fill out an analysis of your results, as you play. Your analysis will be turned in when the game is completed. Individually, you are required to prepare a typed, double-spaced paper. Your paper is to be a minimum of one page and discuss what you learned from the activity. The response should include your impressions on the significance of various decisions you and your partner made, and connect your experience to how similar events might occur in real-life elections. You must turn in all written portions, as instructed, for this to be counted. The game is located at <http://www.historywise.com>
2. Complete self analysis of political views by taking *The World's Smallest Political Quiz* located at <http://www.self-gov.org>. Read the article, *Hope for the Politically Homeless*, located at the end of the quiz. After you have completed the quiz, and read the article, prepare a **typed, double-spaced** one-two paragraph response discussing what you learned about political ideas. Note: it is not necessary to turn in your quiz results, but only your reaction to the experience. Note: When taking the quiz, if you are not certain of your belief on an issue, you may want to take the quiz more than once to see if the results are different and include that in your reaction.
3. Compile a list of all candidates that are running for office which will appear on the ballot in your area. Be sure to include the political party that they represent. Chose one current issue and learn how each candidate feels about that issue. Prepare a table or chart to present your findings.
4. Learn where the candidates from major political parties in your area stand on state and national issues. How do they feel about any local initiatives or special ballot issues in your area? Compare and contrast the similarities and differences of the Democratic and the Republican parties.. Present those differences in a written paper, a poster, an oral presentation, or another creative manner of your choice. Have your choice approved by the teacher.

5. After participating in the Mock Election, write a reflective paper discussing your thoughts on voting. Your paper should be a minimum of one typed page.

B (+ or - minus depending on quality)

1. Complete all activities for a C
2. Complete one activity under Assignment Choices

A: (or - depending on quality)

1. Complete all activities for a C
2. Complete two activities under Assignment Choices

Assignment Choices:

- A. Attend a town meeting, political rally, etc., where at least one of the candidates in the current election will be speaking. Fill out an Opinion Organizer (available from teacher) while listening to the candidate's speech. After the debate, prepare a minimum of a two page typed double-spaced summary discussing:
1. The type of meeting you attended, the location and the date.
 2. What were the issues that the candidate discussed?
 3. The view of the candidate on the issues he/she discussed.
 4. Your impression of the candidate's performance. If more than one candidate spoke, compare and contrast the performance of each.
 5. What you felt was most influential part of the candidate's speech, and why.
 6. What you learned from attending the event.

Turn in your opinion organizer and your summary for credit for this portion. If either is missing, the assignment is not accepted.

- B. Volunteer two hours as a campaign worker. Phone the campaign office of a candidate of your choice and assist in the campaign. You may be asked to pass out flyers, answer phones, etc. If you have trouble locating the headquarters of your favorite candidate, phone the state or local office of the political party of your choice for information about who to contact. You will need to return a volunteer form signed by a campaign official to document your service. (Forms available from teacher). Write a one page, typed, double-spaced summary of your experiences. Note: You may do multiple hours and count that as two activities. Each two hour increment may be counted as a separate activity. An additional half page is to be included in your summary for the additional two hours you volunteer.
- C. Study the media effect on campaigns. Examine six different political ads. These do not need to be for the same candidate. Type a summary of each advertisement and include the following information:
- a. Name of Candidate being advertised.
 - b. Office person is running for. (If the ad doesn't say, be sure to discuss that the information was missing.)

- c. Style of Ad: Was it a positive message about the candidate or a smear on the opponent?
- d. What issues did the ad discuss, or was it an emotional appeal (family, good neighbor, candidate cares, etc.) ?
- e. What, if any, factual information was included? (Party, experience, voting records, etc.)
- f. Your opinion of the effectiveness of the advertisement. Would this ad influence you to vote for this person? Why?
- g. Source of the ad. Did you study via the Internet, hear it on the radio or see it on TV or newspaper? Name the source as accurately as you can. Newspaper ads should include name of newspaper, as well as publication date and page. TV or radio advertisements should include the date and time you viewed or listened to the ad. Please include time for TV and radio ads. Brochures may be used. Include information on how you obtained the brochure.

When you have critiqued the advertisements, type your critique and add a one page typed double-spaced discussion on what you learned about the use of media in promoting a political candidate.

D. Candidates on the issues:

How do candidates feel about the issues? Examine one race and choose two issues that the opposing candidates feel are of concern. (Example: You will look at the candidates for Congress, choose two of the issues that are of concern in the current election, and research how each candidate feels on that issue.) You should then prepare a typed, double-spaced paper on your findings, including the following:

- A. Names of those running for office
- B. Office the candidate(s) is seeking
- C. The issues you have chosen to examine with the following information:
 - 1. Define the issue: What is it all about?
 - 2. What special interest groups (educators, unions, business, Sierra Nevada Club, etc.) that support or oppose the issue.
- D. What stand does each candidate take on the issues you have chosen? You should include a Venn Diagram for each issues to help you compare ideas.
- E. A discussion of how the candidates are alike and different.
- F. A bibliography of at least three sources you used to gather your information.
- E. What do Teens Know? Interview three students and write up the results of your interview. The purpose of your interview will be to determine how aware teenagers are about the current election. Your interview should generate answers to the following questions:
 - 1. Are you aware which political party supports your views on current issues? (Do not ask which party the person prefers, only if they know.)
 - 2. If you wanted to learn more about a candidate, an issue, or information on the beliefs of a political party or organization, what resources would you use? (In other words, does that student know how to find out more information?)

3. Who are the candidates for the current election?
4. When is election day?
5. Do you know of any special initiatives, etc., that will be on the ballot in the next election?
6. What do you think is the most important issue in the current election? Do you know how any of the candidate feel about that issue?

Note: Your purpose in the interview is not to find out what candidate the student supports, but to find out how aware students are about the current election. You should tell the student that their answers will remain anonymous, and identify them only by year in school and gender. (Example: Junior Male, Senior Female, etc.)

After your interview is complete, you are to type the questions and answers for each interview. In addition, please prepare a typed summary reaction to your interviews and include answers to the following questions:

1. Do you believe young people should be aware of political issues? Why or why not?
2. How informed were the people you interviewed?
3. What should be done to better inform teens about an election?
4. When do you believe an interest in political issues should begin?
5. What are the long term effects, in your opinion, of developing an interest in elections? Remember: All instructions must be followed or that portion of your project will not be accepted. (This includes things like not typing, leaving out information requested in instructions etc.) You must do all requirements for the grade range you select to be considered for that grade. If you are missing any portion, the grade on your project will be less than you desire.

Elections Project Title Page and Checklist

Name: _____ Date: _____ Period _____

Grade desired for project _____

Checklist

Please check off all assignments you have completed according to instructions and included with your project. (Team game analysis was turned in on day game was completed.)

C Requirements

- _____ Team analysis of War Room Game.
- _____ Individual typed, double spaced paper (minimum one page) discussing what was learned by playing War Room Game.
- _____ Completed reaction to online self quiz
- _____ Who are the Candidates? Table of names parties, and views on one issue of your choice.
- _____ Presentation of party stands on issues. Method of presentation:
- _____ Written reflection on the Mock Election.

B Requirements (all requirements for C are checked of and you have done one Assignment Choice in addition)

Name of Assignment Choice:

- _____ All written requirements (except Opinion Organizer or verification form) are typed
- _____ Length requirements are met
- _____ All requirements for the choice are completed
- _____ Verification Form (if applicable) is included

A Requirements (all requirements for C and B are checked and you have done one more Assignment Choice)

Name of Assignment Choice:

- _____ All written requirements (except Opinion Organizer or verification form) are typed
- _____ Length requirements are met
- _____ All requirements for the choice are completed
- _____ Verification Form (if applicable) is included

Campaign Volunteer Verification Form

Name:

Period:

Name of Candidate:

Total hours worked:

Functions: What did you do?

Printed Name of Campaign Official:

Contact Address and Phone #:

Campaign Official Certification:

I certify that the above named student has volunteered the amount of time indicated and performed the tasks listed.

Signature:

Campaign Volunteer Verification Form

Name:

Period:

Name of Candidate:

Total hours worked:

Functions: What did you do?

Printed Name of Campaign Official:

Contact Address and Phone #:

Campaign Official Certification:

I certify that the above named student has volunteered the amount of time indicated and performed the tasks listed.

Signature:

Opinion Organizer

Name of Speaker: _____

Location and Date of Speech: _____

Ideas I Agree With

Ideas I Disagree With

Day Two: Learning About the Mock Election

Reading Skill: Comprehension

Students will strengthen comprehension skills by reading about the Mock Election and then playing a game to review the material.

Objectives:

- Students will develop and improve reading comprehension skills.
- Students will understand the purpose of the National Student Parent Mock Election.

Materials Needed:

- Copies of the U.S. Constitution if not available in student text-book.
Note: The Constitution may be downloaded from <http://www.house.gov/Constitution/Constitution.html>.
- *What is a Mock Election?* handout

Methods and Activities:

Review previous day's lesson. Ask students to express what they learned about the importance of voting. Ask students if they know what the term Mock Election means? (If combining lessons one and two on a block schedule, introduce this question after the importance of voting discussion.)

Introduction of the concept of Mock Election/Game

Announce to students:

1. They will be involved in the opportunity to learn more about the democratic process guaranteed by the Constitution, and the issues in the current election, as they participate in a Mock Election. However, to participate in a Mock Election, it is important to understand what it is and what the students can expect to learn from the experience.

2. They will be participating in a game to learn more about what a Mock election is.

Game Instructions (adapted from the game "Look It Up," by Laretta Buchanan):

Divide students into groups of 3-4.

Pass out *What is a Mock Election?* handout to each group.

Pass out Copies of the U.S. Constitution, or have available in textbooks.

If students are using their textbooks to reference The Constitution, they should place the reading in the book and close the cover. If a printed version is being supplied, print materials so that there is a blank page on back of the handouts, so students can place it face down.

Students start with books closed or readings face down. Between questions, this is repeated.

Select questions to ask students from those that follow. The answers are contained in the reading. After a question is asked, the teacher signals go, and students are to refer to their reading and/or copies of The U.S. Constitution. When all members of the group have located and know the answer, the group members all raise their hands. The teacher selects a member of the group who first signaled knowledge of the answer and calls on any member of that group. If the answer is correct, that group scores two points. If it is incorrect, the second group to raise their hand is given the opportunity to answer the question for one point.

- How long does a member of the House of Representatives, or Congressman, serve? (2 years)
- How many votes were cast NSPME Mock Election during the last two Presidential elections? (10 million)
- What is the minimum voting age in the United States? (18)
- What year was the Constitution ratified? (1788)
- How long does a Senator serve? (6 years)
- What is a midterm election? (election held two years after Presidential election, or between Presidential elections.)
- Name two companies that have supplied free voter education materials to schools. (McGraw-Hill, *Time Magazine*, *New York Times*, and America Online)
- Name the offices decided by state elections mentioned in the article. (Governor, state legislatures)
- In which city were the Mock Election headquarters located? (Atlanta)
- How many people voted in the 1982 Mock Election? (One quarter million)
- When was The Constitution written? (1787)
- What increases in areas where Mock Elections are held? (Voter turn-out)
- How old must an individual be to run for the House of Representatives? (25)
- What is the citizenship requirement for a person to run for President? (Natural born which means citizen from birth.)

At the conclusion of the game, conduct a discussion with the students about what they learned today. Introduce the plans for Mock Election in your school.

Board Discussion

After introducing the concept of Mock Elections, brainstorm with students way to get other students to vote. From the discussion, ask students to vote on the methods they feel would be most effective.

Assignments

Assign students to make flyers, posters, etc., as decided by student discussion, to inform other students of the Mock Election, and encourage them to vote.

Evaluation of Learning:

- Class Discussions and game outcomes.
- Posters, flyers or other student driven assignment.

What is a Mock Election?

The Constitution of the United States is a unique document. Signed in 1787, it was ratified in 1788. The government which was created was designed to guarantee and protect the rights of citizens as well as give them a voice in the exercise of their government.

One of the unique privileges that citizens of the United States are granted under the Constitution is the opportunity to participate in national elections in order to vote for the individuals who represent them as members of the House of Representatives, the United States Senate, and as President and Vice President of the United States. The President and Vice President each serve a term of four years. Senators serve for six years, and members of the House of Representatives serve for a period of two years. The process of electing members of our Congress is designed so that every two years elections are held, but all positions, or seats, are not being changed at the same time. This results in a national election every four years, and what is called a midterm election every two years. States also hold elections, after the same pattern as national ones, to elect state governors, as well as members of state legislatures. Cities may also hold elections for mayors, city council members, or other officials who hold office in city government.

Participation in an election is an exciting process. Aside, from being exciting, it is also an important responsibility granted to citizens of our nation. The individuals who are voted into office are responsible for making laws and other important decisions that affect the way we live. As a result, it is very important that voters be aware of the issues that are being discussed by the various candidates for office, and know the beliefs of each candidate surrounding those issues. Though the minimum voting age in the United States is set at eighteen, many students discuss issues surrounding elections in their classrooms. In fact, some students know more about current election issues than many adults in their communities! As a result many students wish that there was a way that they could be involved in the election process. The National Student Parent Mock Election provides a way for students allow their voice to be heard, as well as learn important lessons about participating in a democracy.

The National Student Mock Election (NSPME) has steadily gained more voters and gained the support of several large companies. NSPME began in 1980, as part of the NBC Parent Participation Workshop. The number of students participating in Mock Elections has steadily increased. In 1982, one quarter million votes were cast. In the past two Presidential Elections, students from all fifty states, Washington D.C. and fourteen countries around the world participated casting a total of ten million votes. Companies such as McGraw-Hill, Time Magazine, and The New York Times, have partnered with NSPME to provide millions of dollars worth of free voter education materials to schools. CNN studios in Atlanta donated facilities to serve as election headquarters and sponsored a webcast for students to discuss national issues during previous elections. For the 2002 midterm election, America Online produced an election guide.

The National Student Parent Mock Election is the largest voter education project in the nation. It allows students and parents to participate in the election experience by voting for candidates of their choice. Votes are tallied and sent to state, then national Mock Election Headquarters. Though the Mock Election does not actually determine who is elected to office, it does give students the opportunity to understand the voting process and become familiar with the issues. As a result, students spend more time talking about the election with their parents. Consequently, voter turn-out often increases in areas where mock elections are held.

by Lark R. Woodbury, M.Ed., Davis School District

Day Three and Four: Elephants and Donkeys

Reading Skills: Comprehension and Process Vocabulary Building

Reading is a the necessary component of this lesson. Students improve vocabulary by reviewing online glossaries of political terms. In addition, students read information about political parties, explain that information by answering questions on a worksheet, and build process skills by analyzing what knowledge has been gained as a result of the reading activities.

Teacher Preparation:

Note: If skills pre-test results were such that students need instruction on skills prior to this lesson, teachers should prepare and give those lessons prior to teaching *Elephants and Donkeys*. Arrangements should be made in advance for use of the school computer lab, or other student access to computers.

Materials Needed:

- Copies of Political Vocabulary Sheet
- Copies of Political Parties Handout
- Computer access for students

Objectives:

- Students will develop comprehension and process skills through reading online sources.
- Student will develop vocabulary as it relates to political concepts.
- Students will understand the differences between the major political parties.
- Students will be able to correctly apply the terms liberal and conservative to parties and issues.
- Students will identify and analyze their own political beliefs.

Methods and Activities:

Review the previous day's lesson. Point out that voting is a Constitutional Right. Originally only white men had the right to vote, but the 15th Amendment gave the right to all men to vote, regardless of race, color, or if they had been slaves previously. The 20th Amendment gave rights to vote to women, as well. Political parties began forming during the Presidency of George Washington. Ask students what a political party is, and define if necessary.

Board Discussion

Ask students what political parties exist in the United States today? Write answers on board. Be sure to include minority parties in the list. Point out that often political beliefs are classified by the terms liberal, conservative, authoritarian, centrist, libertarian, and the terms left and right also can be used as prefixes. Let students know that today they will learn the definitions of those terms, as well several others. If not all ready in the computer lab, move students at this time.

Technology Component

Pass out all handouts and give instructions for completing assignments. Allow students the balance of the class to work. Any work not completed becomes homework. Assign the due date at the end of class. If the Election Project has been assigned, point out to students that completion of the *World's Smallest Political Quiz* will one of the assignments.

Day Four:

Allow students time to finish their quiz, vocabulary, and information on political parties.

Assignments

- Complete any handouts not finished in class.
- Study vocab words and Party information.
Point out that information learned today might appear on the unit test.
- Remind students to bring newspapers and articles the next class period.
- Discuss progress with Election Project (if assigned).

Evaluation of Learning:

- Completed Political Quiz Handout
- Completed Political Vocabulary
- Completed Political Parties

Name: _____ Date: _____ Period _____

How Do I Feel About Self-Government?

Please visit <http://www.self-gov.org>. Click on the link that says *World's Smallest Political Quiz*. When the page opens, click on "take quiz now."

When you have completed the quiz, define the following terms.

Statist:

Centrist:

Conservative (Right-Conservative):

Left-Liberal

Libertarian:

After you have taken the quiz, and completed the definition, browse around the website, and take time to read some of the information there. When you have completed your reading, write a two-three paragraph, typed, double-spaced summary. You should discuss what you have learned from taking the quiz, completing your vocabulary and your reading.

Political Parties

Though the United States has many parties, the two major political parties in the nation are the Democratic and Republican parties. You have probably heard the terms in a variety of settings. What, however do you actually know about the Democratic and Republican parties?

This assignment is designed to help you understand the origins of each party and a bit about what makes the parties different from each other.

To complete this two-part assignment, you will need additional paper and access to the Internet. You will need to spend time on each site, click on various links, and carefully read the information provided in order to answer the questions on this handout. You are to visit the following websites:

Democratic National Committee: <http://www.democrats.org>
National Republican Party: <http://www.rnc.org/gopinfor>

A. Questions

Be sure that your answers are detailed and provide thorough answers to the questions below:

1. List six of the Democratic Party's key issues. Under each issue, write a brief summary of the party stand on the issues you select.
2. List six of the Republican Party's key issues. At least three should be the same or similar to those you chose to list for the Republican Party so that you can more easily contrast differences of opinion. Write a brief summary of the party stand on the issues you select.
3. The Republican Party is often referred to as the GOP. How did that term originate? What does the term stand for?
4. What is the Democratic Party's mascot? How did it originate?
5. Summarize the history of the Democratic party?
6. Summarize the history of the Republican party.
7. What is the Democratic National Committee? What is it's function?
8. Read the "Republican Party Oath." Consider the ideas that are presented. Write a minimum of two well constructed paragraphs discussing your opinions of the ideas presented in the oath.
9. What is the Republican Party Mascot? How did it originate?
10. On your choice of websites, find and read information about one political candidate of your choice. In a one-two paragraph summary, discuss what you have learned about the candidate, his or her plans if elected, and the reason, if discussed, the person wants to be elected to office.

B. Venn Diagram and Written Summary

Now that you have completed all questions, prepare a Venn Diagram to compare and contrast the two parties. When you have completed your Venn Diagram you are to write a summary of what you have learned about the Democratic and Republican parties. Your summary should be a minimum of one page type-written and double spaced.

Name: _____ Date: _____ Period _____

Political Vocabulary

Please define the words below by visiting the following website:

<http://teacher.scholastic.com/researchtools/articlearchives/civics/election/vocab.htm>

1. Grass Roots:
2. Left Wing:
3. Dark Horse:
4. Incumbent:
5. Platform:
6. Silent Majority:
7. Gerrymander:
8. Lame Duck:
9. Pork Barrel:
10. Caucus:
11. Lobby:
12. Swing Vote:
13. Poll:
14. Nominee:
15. Whip:
16. Ideology:
17. Coalition:
18. Bi-partisan:
19. Filibuster:
20. Convention:

Day Five: What's Important?

Reading Skills: Scanning and Prediction Comprehension and Process

The ability to scan written material is a valuable reading tool. This lesson is designed to give students an opportunity to strengthen those skills. In addition, students will exhibit comprehension of their reading as they transfer information from various articles to lists and discuss those issues with others

Objectives:

- Students will scan newspaper articles and predict the contents.
- Students will read articles and documents, comparing contents with predictions.
- Students will evaluate which issues are of interest to them and why.
- Students will compare and contrast their own interest in current state and community issues with that of their peers.

Teacher Preparation:

Teachers should visit <http://www.nationalmockelection.com> and click on the curriculum link located on the sidebar. Click on "Guide to National Student Parent Mock Election" in the format appropriate for your computer. Read Chapter Five, "Using Newspapers to Teach about the Election." Teachers may wish to prepare Venn Diagrams, H charts, or column organizers for students. If newspapers in your area not providing adequate coverage of the election, students may be directed to read information from the AOL Election Guide at <http://school.aol.com/features/special2.adp>. Project Vote Smart also contains a great deal of information on elections. The URL is <http://vote-smart.org>

Materials Needed:

- Newspapers for each student. If student's have been assigned to bring their own, it is best to have some on hand for those that are forgetful.
- Copies of Newspaper Log assignment (optional)
- If teacher prepared, copies of Venn Diagram, or other comparison tool.

Methods and Activities:

Reading Activity

Students will be instructed in the skills of scanning and prediction. Students are instructed to label one side of their Venn Diagram "I Expect to Learn, and the other side "I Learned." Students are then told to skim newspaper articles relating to the election and election issues, and fill out the "I Expect to Learn" side of their diagram. Students should then be given time to read the articles. At the conclusion of their reading, students should fill out the "I Learned" side of their diagrams and compare their predictions and their findings. Similarities should be listed in the center of the diagram. Prior to group activity, point out to students how valuable newspapers are in helping people learn more about elections and various issues. Assign the Newspaper Log for the days desired.

Group Activity

At the completion of individual reading, students will be placed in cooperative groups, review articles studied and discuss which current issues are of the most concern to them. As a group they will prepare a list of issues they feel most concerned about. Groups will then moved in jigsaw fashion to compare answers. At the conclusion of group work, the group will prepare a list of the issues that were identified.

Each group should present their list of issues to the class. Groups will be assigned to poll other students in the school using a questionnaire prepared using a Likert Scale.

Direct Instruction

The teacher will next instruct the class in preparing a Likert Scale. Likert Scales give a mathematical way to measure attitudes. People can respond to a sentence on a scale of 1-5. Usually the scale is prepared using one as totally disagree, 2 as disagree, 3 as neutral or undecided, 4 as somewhat agree and 5 as agree. Assign students the number of statements they should prepare, as well as the method of conducting the poll (questionnaires or face to face interviews), and the number of interviews each student should conduct. The method of recording data should also be assigned at this point. Examples of questions might include:

- We should conduct air strikes against Iraq. 1 2 3 4 5
- The Federal Government should increase funding to schools. 1 2 3 4 5

Assignments

- Conduct polls and return data.
- Read the newspaper daily) and complete Newspaper Log. (School and local libraries have copies for students who do not have access to newspapers at home.)
Note: If time does not allow for the completing of questionnaires in class, assign as homework.

Evaluation of Learning:

- Completed Venn Diagram or similar chart from scanning and prediction activity
- Group lists identifying issues
- Prepared tally sheets to conduct poll
- Newspaper Log (Optional)

Day Six: Who's Who in the Election?

Reading Skills: Semantic Webbing **Comprehension and process**

Students will strengthen reading skills as they process what they read and transfer information to a semantic web. Additionally, students will demonstrate comprehension as they apply information from their reading to tables and charts.

Objectives:

- Students will identify candidates in the election and their party affiliation.
- Students will organize ideas from their reading through use of a semantic web.
- Students will create a table to organize what they have learned.
- Students will evaluate what issues are most important to them and why.

Teacher Preparation:

Prior to this lesson, teachers should contact the local party headquarters for each political party and acquire campaign literature for each candidate to use as reading material for this lesson. If the teacher plans to assign computer generated tables showing an overview of candidates stands on the issues, the Computer Lab should be arranged.

Materials Needed:

- Campaign Literature
- Copies of Semantic Webs (See Appendix)

Methods and Activities:

- Introduce lesson by reviewing the issues that students discussed in groups during the previous lesson.
- List the issues that each group is polling on the board. Ask students if they know where candidates stand on the issues.

Reading and Webbing

Instruct students, by modeling on the board, how to use a semantic web, or make a transparency of the example in the Appendix. The candidate's name is in a circle in the middle. A line is drawn from the edge of the circle, approximately 1/2" long. Another circle is drawn a word or two to convey an issue is place in the center of that circle. The candidate's views on the issues are then placed in small circles drawn with connecting lines to the issue. Each issue that the candidate has a stand on should have it's own circle connecting to the candidate. Students should prepare a web on each candidate. Pass out literature, and allow students reading time.

Creating Charts or Tables

When reading, and webbing is complete, students will, either individually, or in groups, create a master table which lists each candidate and correlates his or her stand on current issues. Students will also identify the political party of each candidate and, drawing on knowledge acquired on Day Two, decide if the candidate is liberal or conservative. At the completion of this activity, students will be asked to evaluate which issues are of importance to them, and why, and discuss that as a class or in written form. Tables and webs are to be turned in at the end of class.

Assignments

- Continue Poll

Evaluation of Learning:

- Completed Webs
- Completed Table
- Written Response, if assigned

Name: _____ Date: _____ Period _____

Newspaper Log Instructions

To better inform the public, newspapers regularly run articles on candidates, issues, and other information surrounding an election. Some articles are ran as news stories, while others are advertisements placed by the candidate, or his or her opponent. In addition, editorial pages will frequently carry political cartoons about candidates or issues. Some articles and advertisements are positive and helpful to a campaign, while others may cast a negative view on an issue or candidate.

Over the next _____ days, you are to scan the newspaper and look for articles, cartoons, and advertisements that have to do with the current election. When you locate them, please read them, and provide the following information each day.

Date:

Newspaper:

Number of Articles:

Number of Cartoons:

Number of Advertisements:

How many of these were positive/helpful? (Total of articles, cartoons, advertisements)

How many of these were negative or against a candidate or issue? (Total of articles, cartoons, advertisements).

Chose one article that you felt was the most influential and summarize it. Why did you feel it was effective?

Attach your results to this sheet.

Date Due _____

Day Seven: So Who Cares About What?

Reading Skill: Interpreting Information

Mathematics Skills: Percentage and Graphs Descriptive Statistics

Students will test their reading skills as they interpret the information from polls they have conducted on election issues. Math skills will also be strengthened as students figure percentages, and use simple statistical methods to understand their data.

Objectives:

- Students will interpret written information and apply it to a graph.
- Students will figure percentages when comparing students polled with issues of interest.
- Students will understand the basic concepts of central tendency.
- Students will apply the principles of central tendency to results of student poll.

Teacher Preparation:

- Teachers may wish to review basic statistical concepts.
- Any pre-instruction in math skills required for this lesson should be done before this lesson is given.

Materials Needed:

The following may be supplied by the teachers or assigned for students to bring:

- Colored pencils or marker for graphs
- Plain paper and/or graph paper
- rulers for drawing graphs.
- calculators

Methods and Activities:

Group Activity

Students will bring the results of completed student poll to class. Students will need to compute the results of their student polls.

By issue, add the total numbers scored by all participants. Example.

1. The U.S. should conduct an air strike against Iraq. 1 2 3 4 5

Students should examine that question only on all papers and add the numbers assigned by those polled. That total should be divided by the total number of participants. Students should then calculate the percentage of those who agree, disagreed, etc. This process should be completed for all questions. Students should save their score sheets to figure the mean median and mode.

Direct Instruction

Point out to students that they have just figured out some basic information on the results of their polls. However, this does not tell them where the score is, or how much distance is between the scores. Historians, Political Scientists, etc. all use statistics to learn more about what scores mean. Statistics is a branch of math that deals with organizing and analyzing data. Central tendency is the most basic of all Statistics. There are three measures of central tendency:

Mean: This occurs when you add up all the scores and then divide that total by all the scores you have. You would create one column with all the scores and another opposite that with the number of scores that you have.

Example:

Score	Number of occurrences	Total of scores
5	6	30
4	1	4
3	2	6
2	0	0
1	3	3
Total	15	43

43 is the sum of all scores divided by the number of total scores.

The mean or the average score is 4.3.

Mode: is the score that occurred most frequently. Examine your results. Were there more 4's than any other score? That is the mode. If you have two scores that occur the most, then you have a bimodal score. This score helps you understand where people agree on the issue most frequently. Think of it as taking a poll about what is everyone's favorite soda. The if you got more 4's for Sprite, then that would be the mode, and indicate that the majority might also like Sprite..If you wanted to find out what was the mode score on all issues, then you would list the table like this

To figure this you might want to arrange your scores like this

1	2	3	4	5	Score
3	0	2	1	6	Number of times that score occurred

The mode would be 5, as six people rated the issue with a 5.

Another measure of central tendency is the median. That is the score that is right in the middle of all the scores. The median is the point where half the people chose above a score and half the people chose below. It is the 50% mark. It lets you know where middle is.

Allow students to return to groups. Have them figure the mean, and mode of their figures and interpret the results. Is there an obvious median?

Ask students to prepare a bar graph showing the breakdown of scores on each issue. This is to be turned in along with the results of their poll, and a copy of the math work that was done.

Class Discussion

Group results will be listed. Figure class measures of central tendency for various issues. Ask the class to interpret the results. If the mode is 4 on an issue, what do we know about how the majority of people feel about that issue? Allow any remaining class time for students to complete their graphs.

Assignment

- Continue to work on Election Project
- Complete unfinished graphs at home

Evaluation of Learning:

- Completed tally sheet from student polls
- Graphs
- Completed math problems

Optional Day Eight: Promoting the Candidate

Notes: The “War Room” game described in this lesson requires approximately 2 hours to play. Extend this lesson by three 50 minute periods, or one and a half 90 minute periods to use this game. It is recommended that the game be played before beginning the campaign activities, as it prepares students for the many decisions that must occur to run an effective political campaign. Depending on the scheduled Mock Election Date, teachers might wish to teach this lesson earlier in the unit to allow adequate time for campaigning and publicizing the Mock Election.

Reading Skills: Pre-reading-Brainstorming Comprehension for Transfer

Students demonstrate retention of materials that are previously read. If teachers elect to use the “War Room” game, students will read information about the candidates, and transfer that information into decisions they make to “elect” their candidate.

Objectives:

- Students will recall ideas previously read in political brochures.
- Students will analyze methods of promoting a candidate.
- Students will create a political campaign for the candidate of their choice.

Teacher Preparation:

The game is found on <http://www.historywise.com>.

Click on “War Room.” Teachers should review this game. This game requires student to read information from the site, and make a variety of campaign decisions, Mathematical skills are used as students must decide how to allocate resources of time and money to elect their Acandidate.@ Students will fill out teacher prepared worksheet assessing their decisions as they play. Audio portions serve to Congratulate students on successful choices, or point out what they might have done differently. Audio is helpful, but not necessary to playing the game.

It is desirous for the National Student Parent Mock Election to be conducted on a school wide basis. Depending on teacher involvement, in-school campaigning for an individual candidate could be managed by various classes, with student created flyers, posters, etc. distributed throughout the school. It is also possible to divide a class into groups and assign groups the campaign responsibility for various candidates and have a class responsible for managing campaigns, and promoting information to prepare the student body for The Mock Election.

Scheduling of the Computer Lab is necessary should the class use the War Room game, or for preparing political “brochures.” An alternate idea would be to play the War Room game during class time, organize campaign “committees,” and assign students preparation of their posters, flyers, etc. at home.

Materials Needed:

- Poster Materials, markers, etc.
- Campaign literature from previous lesson
- Computer access

Methods and Activities:

Game

If choosing the game option, students should play the game before proceeding with the next portion of the lesson. Allow students to work in teams of two or three to help allow for discussion of the readings, and processing of strategies.

Organizing the Campaign

Question students to stimulate recall of political brochures previously read in class. If using “War Room” Game, allow students to process strategies necessary to run an effective political campaign. Class discussion follows, focusing on what students remember about brochures, and game strategies, as teacher puts ideas on board. Brochures are then passed out to students along with a graphic organizer. As students read, they examine methods candidates are promoted and the effect of that method. (The War Room game facilitates the understanding of campaign strategies.) Student then break into small groups and discuss the effectiveness of each method. The class is assigned to plan a campaign for candidate(s) to promote awareness of the candidate prior to the Mock Election.

Students spend the remainder of the class time preparing flyers, brochures, poster, and other promotional information about a candidate of their choice based on information gathered from reading. Students will conduct the campaign till the Mock Election is complete.

Assignments

- Complete graphic organizer
- Campaign poster or flyer
- Completed War Room Game Team Analysis

Evaluation of Learning:

- Completed graphic organizers
- Campaign materials
- Press Releases (see additional activities below)

Additional Activities:

A suggested enrichment for this lesson involves students preparing press releases and holding a press conference for local media to publicize The Mock Election. Additional information about involving the media in the election can be found in Chapter Four of the “Guide to the National Student Parent Mock Election.” This may be viewed or downloaded at <http://www.nationalmockelection.com>.

War Room Game Team Analysis

Period: _____ Date: _____

Campaign Managers: _____

Names of you and your partner(s) _____

Your Candidate: _____

Opponents: _____

What are your candidates strengths? _____

What are the strengths of each of your opponents? What are your strategies to adequately challenge them? _____

Please record your results in the polls after each round. Summarize what decisions you made, what worked, and what you should have done differently in the "Strategies, Decisions and Results" section after each round.

Preparing for the New Hampshire Primary:

Round One

Results in the Polls:

You: _____ Opponent(s): _____

Strategies, Decisions and Results: _____

Round Two

Results in the Polls:

You: _____ Opponent(s): _____

Strategies, Decisions and Results: _____

Round Three

Results in the Polls:

You: _____ Opponent(s): _____

Strategies, Decisions and Results: _____

Round Four

Results in the Polls:

You: _____ Opponent(s): _____

Strategies, Decisions and Results: _____

The Nomination

Round One

Results in the Polls:

You: _____ Opponent(s): _____

Strategies, Decisions and Results: _____

Round Two

Results in the Polls:

You: _____ Opponent(s): _____

Strategies, Decisions and Results: _____

Round Three

Results in the Polls:

You: _____ Opponent(s): _____

Strategies, Decisions and Results: _____

Round Four

Results in the Polls:

You: _____ Opponent(s): _____

Strategies, Decisions and Results: _____

Who was nominated for President? _____

Who is the opponent? _____

Are you still representing the same candidate? _____

If not, who do you work for now? _____

After reviewing the qualities of each candidate, what are your strategies going into the general election? _____

General Election

Round One

Results in the Polls:

You: _____ Opponent(s): _____

Strategies, Decisions and Results: _____

Round Two

Results in the Polls:

You: _____ Opponent(s): _____

Strategies, Decisions and Results: _____

Round Three

Results in the Polls:

You: _____ Opponent(s): _____

Strategies, Decisions and Results: _____

Round Four

Results in the Polls:

You: _____ Opponent(s): _____

Strategies, Decisions and Results: _____

Who was elected President? _____

Optional Day Nine: Get The Point!

Reading Skills: Research Comprehension and process

Students will read as they research current candidates and election issues. Students will need to analyze and evaluate information as they prepare debate arguments.

Objectives:

- Students will identify and apply the steps of research.
- Students will read to research information in support of a candidate's stand.
- Students will analyze reading by comparing and contrasting various views.
- Students will evaluate reading by forming opinions on candidates' platforms.

Teacher Preparation:

- The school library should be scheduled if the teacher wishes to use class time for research.
- In many schools, librarians will conduct the research skills portion of this lesson.

Materials Needed:

- Venn Diagrams, H Chart, or other tools for making comparisons
- Copies of the Research Skills Quiz
- Copies of "How Are Your Research Skills?"

Methods and Activities:

Direct Instruction

Instruct the class on the steps required to do effective research. You may wish to give the research skills quiz below before starting the lesson. Allow students to self-correct, and discuss the results.

What are the steps in conducting effective research?

- Define what you have to do: What is your assignment
- Decide what materials you need to do the job.
- Decide where to look for the information: library, Internet, newspaper, etc.
- Actually access the information: look in the books, visit search engines, etc.
- Use the information: Take note, conduct interview and transcribe,
- Make something with your new knowledge: Write a report, create a timeline, etc.
- Evaluate the job you did. Proofread and spell check. What did you do well?
- What could you have done better?

Ask Class

1. What is your assignment?

(They have not received it. Point out that is necessary to doing any research.)

You are to become familiar with two opposing candidates or both sides of an issue chosen by the class that is on the ballot in this years election.

2. Where will you look for information in the library?

Books, Card Catalog, periodicals (Time, Newsweek, U.S.A. Today, etc.)

Search engines:

<http://www.google.com>

<http://www.lycos.com>

<http://www.megacrawler.com>

<http://www.dogpile.com>

<http://www.askjeeves.com>

These are only a few of the many search engines available. It is important to use a good key word when searching on the Internet.

Research

Prior to beginning research, conduct a class discussion. Request that student identify the most controversial political races and/or ballot issues in your area. The class should make a decision which would be the most worthwhile to debate. The class should then be divided into teams to debate each side of the issue. A successful method for dividing the class is to ask students who are on each side of the issue to leave their desks and stand in a particular area of the room. Invite those who are neutral, or undecided to stay in their desks. Teachers can then select undecided students to balance the teams.

Give students Venn Diagrams, or ask them to prepare their own. Students will use the Venn Diagrams to compare and contrast a candidate's stand on one or more issues, or to examine the pros and cons of a local ballot issue. (Topics will be those selected by the class.) Students will also complete a worksheet explaining the steps of research that they complete. The remainder of the period is spent in the library researching in preparation for a debate. Students should prepare research notes to be used to prepare arguments presented in the debate as well as to present rebuttals. Remind students that they will be required to turn in their written arguments after the debate. If time in class does not allow for adequate research, students could be assigned a portion of the research as homework.

Assignments

- Complete Venn Diagram
- Completed worksheet, "How Are Your Research Skills?"
- Research the issues assigned

Evaluation of Learning:

- Completed Venn Diagram (to be turned in next lesson)
- Completed research worksheet
- Written Debate Arguments

Additional Activities:

An alternate activity for this lesson, or an extension of the unit, is to engage students in researching historical elections that have been very close, and where only a few votes determined the outcome. After seeing the importance of one vote, students organize a campaign to encourage voter turn-out.

Name: _____ Date: _____ Period _____

How Are Your Research Skills?

1. Define what you had to do: What was your assignment?
2. What materials did you decide on for your research.
3. Where did you find information to research? List various places you found your information.

Include at least two search engines and briefly discuss what you learned at each.

4. How did you use the information you found: Taking notes, transcribing oral interviews, preparing an outline.
5. What did you make or discover with your new knowledge: Did you write a report, create a timeline, etc.?
6. Evaluate the job you did. Did you have someone proofread your paper? Did you practice a speech? What did you do well? What could you have done better? (Use the back of this paper to answer this question.)

Name: _____ Date: _____ Period _____

Research Skills Quiz

- Below are six steps effective researchers do. Please rank them in order 1-6. One is the first thing you would do, 6 is the last.
_____ Read a book or an Internet source
_____ Decide what I did well, as well as how I could improve.
_____ Prepare an oral presentation
_____ Take notes from sources, organize research notes, conduct any interviews needed.
_____ Review my assignment and know what I am doing.
_____ Plan to visit libraries, use a computer, or decide on other sources of information
- List three search engines that you can use to find information on the Internet?
- How can newspapers be used in research? If I want an old edition, how do I find it. To answer this question, pretend that you do not have access in your home to a newspaper and that your neighbors threw theirs away.
- What is a periodical? Name at least two places you can find one.
- An effectively researched project uses only current Internet sources. T F

Research Skills Quiz Key

1. Below are six steps effective researchers do. Please rank them in order 1-6. One is the first thing you would do, 6 is the last.

___3___ Read a book or an Internet source

___6___ Decide what I did well, as well as how I could improve.

___5___ Prepare an oral presentation

___4___ Take notes from sources, organize research notes, conduct any interviews needed.

___1___ Review my assignment and know what I am doing.

___2___ Plan to visit libraries, use a computer, or decide on other sources of information.

2. Answers will vary. They may include Lycos, Google, Netscape, Dogpile, Megacrawler, Yahoo, MSN, Ask Jeeves, etc.

3. How can newspapers be used in research? If I want an old edition, how do I find it. To answer this question pretend that you do not have access in your home to a newspaper and that your neighbors threw theirs away.

Newspapers contain articles and provide opinions on both sides of issues, news of events in an election, or events that occur during a campaign to influence the election.

Major newspapers maintain websites with an archive of old editions. Most contain a search option.

4. What is a periodical? Name at least two places you can find one.

A periodical is a magazine or journal. They can be found in libraries, and often on the Internet.

5. An effectively researched project uses only current Internet sources. T F

False. A paper which has been effectively researched should cite a variety of sources.

Aside from Internet articles, books, CD Rom programs, videos, interviews, newspapers and periodicals may be valuable sources of information

Day Ten: Taking Sides

Reading Skill: Research Comprehension and Process

Students will read as they prepare debate arguments and process information to notes, discussions, etc., as they prepare debate arguments.

Objectives:

- Students will identify and apply the steps of research.
- Students will read to research information in support of the candidates stand.
- Students will evaluate reading by forming opinions on candidates' platforms.
- Students will write debate arguments which exhibit comprehension of reading.
- Students will organize and prepare a political debate.

Teacher Preparation:

- The Peer Evaluation Transparency or Handouts should be prepared.
- Use of the library needs to be scheduled as required in your school.

Materials Needed:

- Research notes and/or prepared arguments.
- Students should bring all notes, etc. from last class period.

Methods and Activities:

Have students sit in their debate teams. Instruct students on the debate procedure. (See Day Eleven) Student should be given the balance of the hour to organize the debate in their teams. Team Captains should be chosen by the students on each team. As part of the planning time, students should assign opening and closing arguments, determine who will present rebuttals to issues raised by the opposite team, and plan what order arguments will be presented. Show Peer Evaluation transparency or handout, from Day Eleven, to let students know how they will be peer evaluated. Students may be allowed to go to the library to continue research and/or write arguments after they have completed their planning session.

Assignment

- Continue research as needed
- Prepare written debate arguments

Evaluation of Learning:

- Debate arguments

Additional Activities:

If the Voter Turn-Out Campaign, suggested in additional activities for Day Nine, is chosen instead of a debate, student should work in groups to organize the campaign. A Voter Turn-Out Campaign plan should be turned in at the end of class.

Day Eleven: Debate

Reading Skills: Comprehension for Transfer

Students will be able to explain what they have read while researching by presenting oral debate arguments.

Objectives:

- Students will demonstrate comprehension of unit reading activities.
- Students will demonstrate analysis of unit reading activities.
- Students will demonstrate evaluation of unit reading activities.

Teacher Preparation:

- Teacher should be aware of the issues being debated.

Materials Needed:

- Optional: Buzzer or bell to stop rounds, etc.
- Timer or clock to time rounds.
- Copies of Peer Evaluation or
- Transparency of Peer Evaluation Instructions.

Methods and Activities:

A debate on the issues or candidates students have researched will be conducted. Students will present arguments. Class members will be selected to peer-evaluate various presentations on a separate sheet of paper using Peer Evaluation Instructions. Instructions may be prepared as a transparency or prepared as a student handout. Peer evaluations could be used by the teacher to assist in grading student performance, or simply as a tool to help students who are listening to the arguments stay focused.

Suggested method of carrying out the debate:

Allow the leader of captain of each opposing team to determine who is first (Team One) by flipping a coin. The debate then proceeds in the following order:

Team One: Opening Argument

Team Two: Opening Argument

Team One: Presents Argument

Team Two: Presents Rebuttal

Team Two: Presents Argument

Team One: Presents Rebuttal

Repeat the procedure for presenting arguments until all ideas are presented.

Open Forum: If time allows, allow comments from the class by the raise of hands.

Team One: Closing Argument

Team Two: Closing Argument

The winner of the debate is decided by determining if anyone from either side has changed position as a result of the activity. Request all students put their heads on their desk and ask them to vote on which side of the issue they now agree with. Count Team One hands that side with Team Two and vice versa. The side that has swayed the most students is declared the winner. If no one has changed their view, call the debate a tie.

Assignments

At the conclusion of the debate, assign students to prepare an individual written evaluation of the experience, including their opinions about the activity and its persuasiveness.

- Turn in Peer Evaluations
- Turn in prepared arguments

Evaluation of Learning:

- Oral debate arguments
- Peer Evaluations
- Written individual evaluation

Additional Activities:

An alternative to classroom presentations, and peer reviews, is to present student debates for local elementary classes and allow elementary students to decide the winners. Teachers might wish to correlate the start date of the high school unit with elementary teachers so that debates can serve as a kick-off for elementary participation, allowing elementary teachers to follow with the presentation of the National Student Parent Mock Election Elementary Curriculum. Teachers using this extension may wish to schedule debates earlier in the unit.

Debate Presentation Peer Evaluation

On a sheet of paper rate each debate argument you are assigned to judge. Rank each area 1 to 10, with ten being the very best score possible.

Record your information as follows:

1. Name of Presenter:
2. Presentation: Spoke up, looked audience in the eye, used good posture, didn't slouch.
3. Preparation: Presenter was prepared, and sounded like he/she understood topic.
4. Persuasiveness: Presenter was able to persuade the audience. Included back up for claims and assertions made during presentation.
5. Time: Presenter stayed within time limit set by the teacher.
6. Presenter was respectful of others in the room.

Total: _____

Day Twelve: Get Ready to Vote

Reading Skills: Comprehension

Students will read ballots, tests, and self-evaluations. Students will demonstrate their comprehension by answering questions on what is contained on the ballot, and successfully completing the Post-Test and Self-Evaluation instruments.

Objectives:

- Students will demonstrate the ability read a ballot.
- Student will apply knowledge gained by voting in the Mock Election.
- Student will demonstrate growth in reading and math skills on unit post-test.
- Students will realize growth in reading and math skills on post self-evaluation.

Teacher Preparation:

- Prior to this lesson, teachers should obtain a sample copy of the voting ballot to be used in The Mock Election and prepare a transparency of it. Teacher should prepare questions about the ballot content to be sure that students can locate it on the ballot.
- Teachers may wish to refer to <http://inventors.about.com/library/weekly/aa111300b.htm> to learn more about the history of ballots. If a computer projector is available, the article could be displayed to the class. Students could also be assigned to read the article.

Materials Needed:

- Transparency of Voting Ballot
- Copies of Unit Post Test and Student Self-Evaluations

Methods and Activities:

Direct Instruction

The 2000 Election was one of the most controversial, and closest, contests in the history of the United States. When all was over, many felt that confusion over the voting ballot was a major problem. In Florida, many claimed that the voting ballot they were given was confusing, and led to errors in voting.

Present ballot history found at <http://inventors.about.com/library/weekly/aa111300b.htm> in the manner selected by the teacher.

The teacher will display a transparency of the ballot to be used in the Mock Election on overhead and explain its use. Students should then be provided with a sample ballot. Prepare a series of questions about the ballot. The questions could be provided on a handout, prepared on a transparency, or conducted orally using the game method found in Day One. Students will read the ballot to find the answers. (Example: What candidate is on line five?)

When this activity is finished, instruct students on the voting procedure being used in your school so they will know how to participate in the Mock Election.

Post Test

Teacher is to administer post test of unit skills and unit self-evaluation.

Evaluation of Learning:

- Successful completion of in-class student ballot activity
- Participation in National Student Parent Mock Election and written reaction to the experience
- Newspaper Coverage Log (if assigned)
- Election Project (if assigned)
- Post Test of Unit skills
- Post Self-Evaluation of reading skills

Additional Activities:

After the Mock Election results are announced, analyze voter turn out using skills learned during Day Seven lesson.

What Kind of Student Am I?

You have taken this assessment once before. The purpose of taking it now is to discover anything new you have learned about how you learn while studying elections. As you answer the questions, also consider if there has been any change in your reading patterns.

Thinking of yourself, circle all that apply.

I learn best by (circle all that apply):

- a. reading
- b. hearing
- c. seeing
- d. restating what was said
- e. taking information "apart" and putting back together again
- f. sensing, touching, or feeling

Please answer each of the questions below to the best of your ability. There are no right or wrong answers.

1. I read because I want to, either for fun or to learn something:
 - a. daily
 - b. 2-3 times a week
 - c. once a week
 - d. every two weeks
 - e. once a month
 - f. less frequently than once a month
2. I read because I am assigned to do so:
 - a. daily
 - b. 2-3 times a week
 - c. once a week
 - d. every two weeks
 - e. once a month
 - f. every two months or more
3. What are my reading habits? (Consider the location where you read, your body position, lighting, how long you read before you want to stop, etc.)
4. What reading habits have I developed to help me learn?
5. I believe I understand what I read:
 - a. better than most people
 - b. about the same as most people
 - c. not quite as well as most people
 - d. much worse than most people
6. Which of my reading habits hurt my ability to comprehend what I am reading?
7. Am I an efficient reader? Why or why not?
8. How fast do I read? (In other words how long would it take you to read 10 pages of a paperback book?)
9. What other sources besides textbooks, do I read to help myself learn?

10. Please place a check by the reading materials that you enjoy. Put multiple checks by the ones you enjoy most.

- Textbooks
- Books about topics you are studying, assigned by teacher, or found as part of research
- Novels
- Non-fiction books
- Magazines
- Newspapers
- Internet sources

11. Which of the reading materials above do I feel I learn the most from?

12. When I come across a word I don't know or recognize, what do I do?

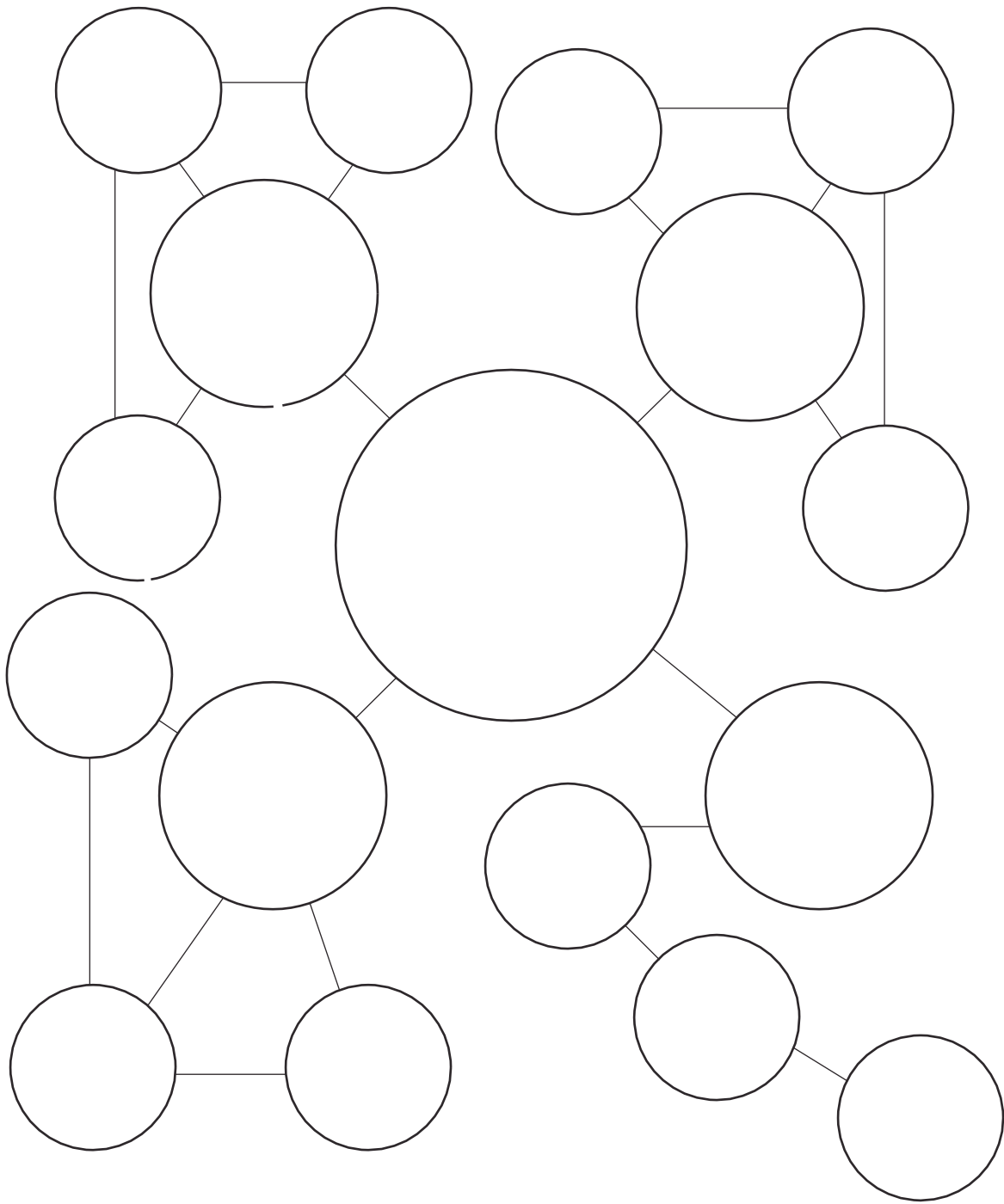
13. Do I have an ongoing system for improving my vocabulary? If yes, tell about it.

14. What makes an assignment difficult or easy for me?

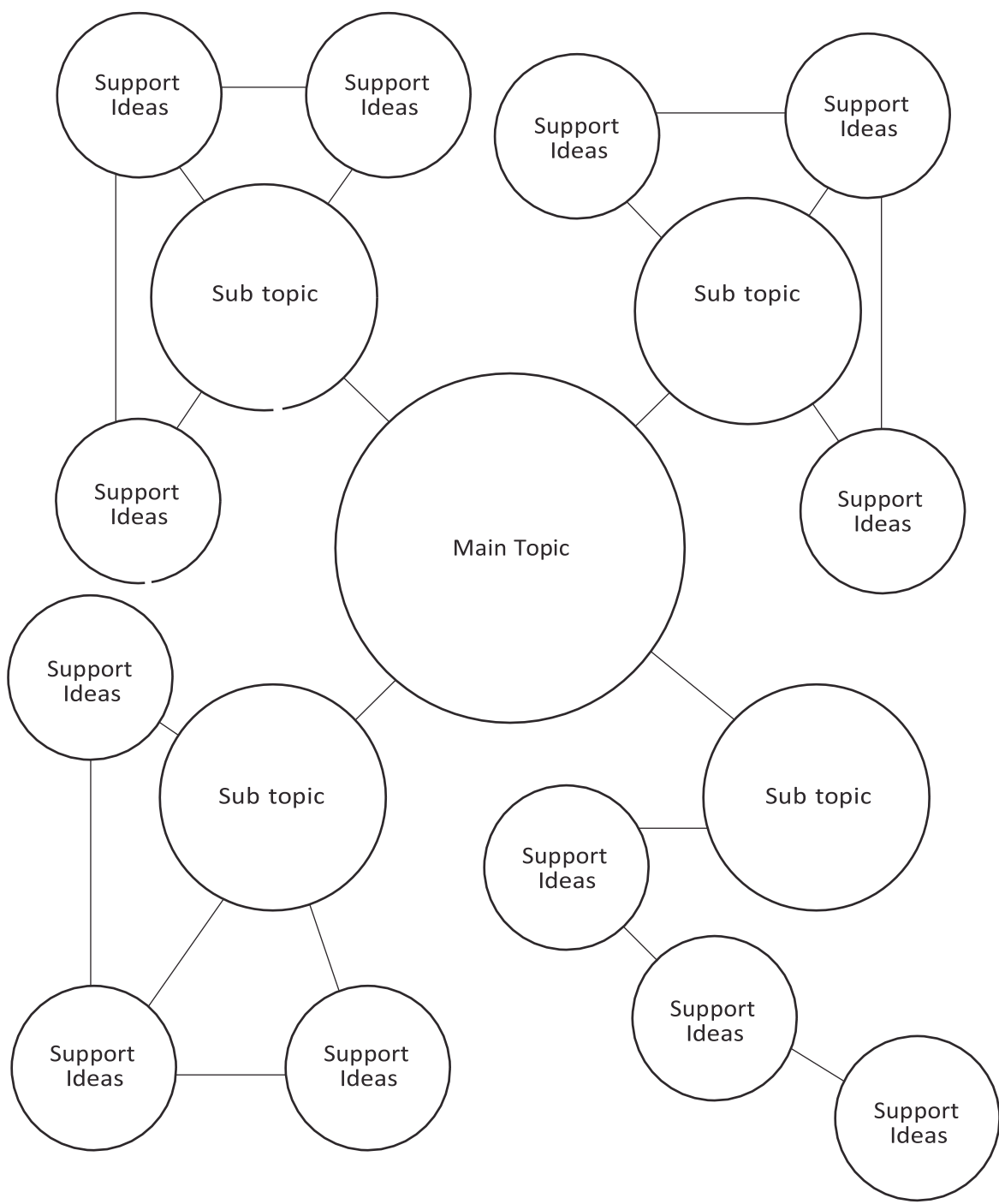
15. What can I do to improve my ability as a reader?

Appendix

Semantic Web

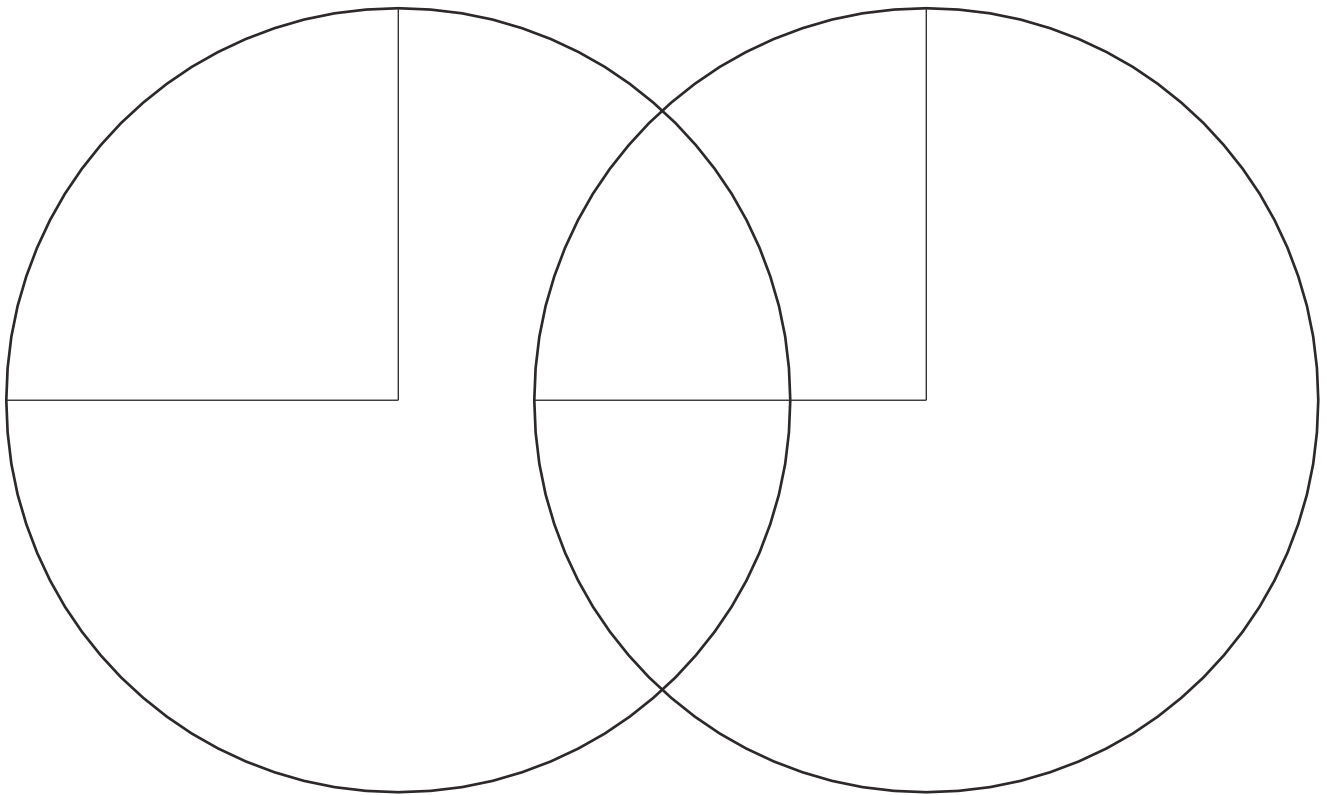


Keys For Using Semantic Web



Name: _____ Date: _____ Period _____

Venn Diagram



Pre-Test

This test is designed to help assess your skills. Please do your best. Do not answer questions by guessing, as this test will not affect your grade.

Vocabulary:

Define the words that follow. Leave any that you do not know blank.

- | | |
|----------------------|--------------------------|
| _____ 1. Libertarian | _____ 2. Lame Duck |
| _____ 3. Caucus | _____ 4. Silent Majority |
| _____ 5. Bi-partisan | _____ 6. Filibuster |
| _____ 7. Bandwagon | _____ 8. Referendum |
| _____ 9. Gerrymander | _____ 10. Incumbent |

- A. Political action by which party leaders or groups of party members show their support to a candidate or issue that appears to be a sure winner.
- B. A closed meeting of party members for leaders to reach agreement on pending legislative action, or party policies such a party nominees for office.
- C. Members of opposing parties work together to support legislation, candidates, issues or federal appointees.
- D. Placing proposed legislation, which has been passed, on an election ballot to gain voter approval or rejection.
- E. The attempts of a Senator, or group of Senators to prevent passage of a bill that is supported by the majority by continually talking.
- F. Reorganizing voting districts so as to gain an advantage for a party or issues. The reorganization provides more voters who favor the ideals of those doing the reorganization.
- G. An office holder whose term has expired and, therefore, has less power.
- H. A person who is running for political office who is the current holder of the office he/she is running for.
- I. Americans whose opinions are not loud and obvious but when combined together have enormous power.
- J. Those who believe in self government in personal and political matters.

Interpreting Data:

1. The mayoral election in a small Midwest town was very close. There were 946 registered Republican voters, 979 Registered Democratic voters and 1147 that did not declare a party affiliation when they registered. When the votes were counted, there were 1050 votes for the Democratic candidate, and 998 votes for the Republican candidate. What percentage of the voters cast ballots? Round your answer to the nearest whole number.

2. A group of new immigrants took the naturalization test. The scores were as follows:

Score	Number of persons who got that score
94	7
91	4
89	9
87	1
85	5
80	3
75	1

What is the mean score? Round your answer to the nearest whole number.

3. Using the data in question two, figure the following: There were four people who did not pass the test. What percentage failed. Round your answer to the nearest tenth.

4. A poll was taken to see if voters were influenced by the way a political candidate dressed in television ads. The results were: 17 said it was not at all influential, 14 said it was not very influential 20 were undecided, 4 said it was somewhat important, and 29 said it was very important. What was the mode of the poll?

5. Name the three measures of central tendency.

1. _____

2. _____

3. _____

6. A poll of residents was taken to see if they agreed with the mayor's new budget plan. 2,000 questionnaires were mailed. 1346 were returned. Another 127 were incomplete and had to be thrown away. What percentage of questionnaires were not returned?

7. Define statistics: _____

Reading Comprehension:

Read the following selection and answer the questions that follow.

John Jones was the favorite son candidate in the gubernatorial election. His opponent, Marcus Murphy, was considered a dark horse candidate. It was time for a change in the state, as the term of the current governor had expired and he was a lame duck.

John filed his candidacy early in the spring. He had only spent \$25,000.00 in advertising by August. He had planned to run a series of newspaper ads in September, as well as TV ads in October. He projected that his party would give him \$60,000, as party control of the election was critical to maintain control of the state legislature.

Jones was feeling confident about his campaign and chances of winning the race. However, near the end of August, Murphy began an extensive advertising campaign. It was projected that he would be spending 1.5 million dollars by the middle of September. Aside from the cost of the extensive advertising, Murphy began to hurl accusations that Jones was in favor of cutting Medicare supplements and requiring citizens of the state to work to age 68 to benefit from the campaign promise of a prescription drug program.

1. From the reading, what group of individuals make up a high percentage of the population?
2. The majority of the state legislature was controlled by the political party of which candidate?
3. The first paragraph give information about Jones' likelihood of winning the election. From the information you read were his chances good or bad as the campaign begins? How do you know?
4. Which candidate was promoting the prescription drug program?
5. What population is the prescription program targeting?
6. What do you believe Jones should do at this point? Your answer should include support for your analysis and opinion.

Pre-Test Key

This test is designed to help assess your skills. Please do your best. Do not answer questions by guessing, as this test will not affect your grade.

Vocabulary:

Define the words that follow. Leave any that you do not know blank.

- | | | | |
|-------|----------------|-------|--------------------|
| __j__ | 1. Libertarian | __g__ | 2. Lame Duck |
| __b__ | 3. Caucus | __i__ | 4. Silent Majority |
| __c__ | 5. Bi-partisan | __e__ | 6. Filibuster |
| __a__ | 7. Bandwagon | __d__ | 8. Referendum |
| __f__ | 9. Gerrymander | __h__ | 10. Incumbent |

- A. Political action by which party leaders or groups of party members show their support to a candidate or issue that appears to be a sure winner.
- B. A closed meeting of party members for leaders to reach agreement on pending legislative action, or party policies such a party nominees for office.
- C. Members of opposing parties work together to support legislation, candidates, issues or federal appointees.
- D. Placing proposed legislation, which has been passed, on an election ballot to gain voter approval or rejection.
- E. The attempts of a Senator, or group of Senators to prevent passage of a bill that is supported by the majority by continually talking.
- F. Reorganizing voting districts so as to gain an advantage for a party or issues. The reorganization provides more voters who favor the ideals of those doing the reorganization.
- G. An office holder whose term has expired and, therefore, has less power.
- H. A person who is running for political office who is the current holder of the office he/she is running for.
- I. Americans whose opinions are not loud and obvious but when combined together have enormous power.
- J. Those who believe in self government in personal and political matters.

Interpreting Data:

1. The mayoral election in a small Midwest town was very close. There were 946 registered Republican voters, 979 Registered Democratic voters and 1147 that did not declare a party affiliation when they registered. When the votes were counted, there were 1050 votes for the Democratic candidate, and 998 votes for the Republican candidate what percentage of the voters cast ballots? If necessary round up or down. 67%

2. A group of new immigrants took the naturalization test. The scores were as follows:

Score	Number of persons who got that score
-------	--------------------------------------

94	7
----	---

91	4
----	---

89	9
----	---

87	1
----	---

85	5
----	---

80	3
----	---

75	1
----	---

What is the mean score? Round up or down as necessary. 88

3. Using the data in question two, figure the following: There were four people who did not pass the test. What percentage failed? Round your answer to the nearest tenth. 11.8%

4. A poll was taken to see if voters were influenced by the way a political candidate dressed in television ads. 17 said it was not at all influential, 14 said it was not very influential, 20 were undecided, 40 said it was somewhat important, and 29 said it was very important. What was the mode of the poll? 40

5. Name the three measures of central tendency.

1. mean

2. median

3. mode

6. A poll of residents was taken to see if they agreed with the mayor's new budget plan. 2,000 questionnaires were mailed. 1346 were returned. Another 127 were incomplete and had to be thrown away. What percentage of questionnaires were not returned? Round your answer to the nearest whole number. 26%

7. Define statistics: A branch of math that deals with organizing and analyzing data.

Reading Comprehension:

Terms in parenthesis denote the skill required to answer the question.

Read the following selection and answer the questions that follow.

John Jones was the favorite son candidate in the gubernatorial election. His opponent, Marcus Murphy was considered a dark horse candidate. It was time for a change in the state, as the term of the current governor had expired and he was a lame duck.

John filed his candidacy early in the spring. He had only spent \$25,000.00 in advertising by August. He had planned to run a series of newspaper ads in September, as well as TV ads in October. He projected that his party would give him \$60,000 as party control of the election was critical to maintain control of the state legislature.

Jones was feeling confident about his campaign and chances of winning the race. However, near the end of August, Murphy began an extensive advertising campaign. It was projected that he would be spending 1.5 million dollars by the middle of September. Aside from the cost of the extensive advertising, Murphy began to hurl accusations that Jones was in favor of cutting medicare supplements and requiring citizens in the state to work to 68 to benefit from dark horse campaign promise of a prescription drug program.

1. From the reading, what group of individuals make up a high percentage of the population?
Elderly (Inference)
2. The majority of the state legislature was controlled by the political party of which candidate?
Jones (Inference)
3. The first paragraph give information about Jones' likelihood of winning the election. From the information you read were his chances good or bad? How do you know?
Good: favorite son candidate (vocabulary)
4. Which candidate was promoting the prescription drug program? Jones,
(Comprehension)
5. What population is the prescription program targeting? Elderly (Inference)
6. Predict who you believe Jones should do at this point? Your answer should convey and necessary support for your prediction.
Answers will vary. The answer should convey an understanding of the fact that Murphy is spending more money and/or Jones is up against false accusations.
(Comprehension and prediction skills)

Post-Test

This test is designed to assess how your vocabulary, ability to interpret data, and reading comprehension have improved while studying elections.

Vocabulary:

Place the letter of the word that matches the definition on the line.

- _____ 1. Reorganizing voting districts so as to gain an advantage for a party or issues. The reorganization provides more voters who favor the ideals of those advocating the redistricting.
- _____ 2. Members of opposing parties work together to support legislation, candidates, issues or federal appointees.
- _____ 3. An office holder whose term has expired and, therefore, has less power.
- _____ 4. Americans whose opinions are not loud and obvious but when combined together have enormous power.
- _____ 5. Placing proposed legislation, which has been passed, on an election ballot to gain voter approval or rejection.
- _____ 6. Those who believe in self government in personal and political matters.
- _____ 7. The attempts of a Senator, or group of Senators to prevent passage of a bill that is supported by the majority by continually talking.
- _____ 8. Political action by which party leaders or groups of party members show their support to a candidate or issue that appears to be a sure winner.
- _____ 9. A person who is running for political office who is the current holder of the office he/she is running for.
- _____ 10. Closed meeting of party members for leaders to reach agreement on pending legislative action, or party policies such a party nominees for office.

- A. Caucus
- B. Silent Majority
- C. Bi-partisan
- D. Lame Duck
- E. Filibuster
- F. Referendum
- G. Incumbent
- H. Gerrymandering
- I. Libertarian
- J. Band Wagon

Interpreting Data:

1. A group of new students took a test on the Constitution. The scores were as follows:

Score	Number of persons who got that score
96	10
94	11
92	3
87	4
83	6
81	5
72	3

What is the mean score? Round your answer to the nearest whole number.

2. The school bond election in a small Northeast town was very close. There were 1478 registered Republican voters, 1384 Registered Democratic voters and 1023 that did not declare a party affiliation when they registered. When the votes were counted, there were 1606 votes for opposing the bond, and 1679 votes for supporting the bond. What percentage of the registered voters supported the bond?

3. Using the data in question one, figure the following: There were 8 people who did not take the test, and 6 who failed. What percentage failed? Round your answer to the nearest whole number.

4. A large poll was conducted to determine voter’s perceptions of Steve Smith, candidate for Congress. They were to respond to the statement: Steven Smith can be counted on to lower our taxes. 78 Disagreed; 114 slightly disagreed; 305 were undecided; 177 slightly agreed and 225 agreed. Which score was the mode?

5. Name the three measures of central tendency.

1. _____

2. _____

3. _____

6. A poll of residents was taken to see if they agreed with the cities recycling program. 18,000 questionnaires were mailed. 10, 596 were returned. Another 423 were incomplete and had to be thrown away. What percentage of questionnaires were returned?

7. Define statistics: _____

Reading Comprehension:

Read the following selection and answer the questions that follow.

Sherman Lett was the favorite son candidate in the gubernatorial election. His opponent, Jeane Rogers, was considered a dark horse candidate. It was time for a change in the state, as the term of the current governor had expired and he was a lame duck.

Jeane filed her candidacy early in the spring. She had spent \$125,000.00 in advertising by August. She planned to run a series of newspaper ads in September, as well as TV ads in October. Jeane projected that her party would give her \$85,000, as party control of the election and her win, might create a coattail effect and gain control over the legislature.

Lett was feeling confident about his campaign and chances of winning the race. However, near the end of August, Rogers began her extensive advertising campaign. It was projected that she would be spending 1.5 million dollars by the middle of September. Aside from the cost of the extensive advertising, Rogers began to hurl accusations that Lett was in favor of cutting Medicare supplements and requiring citizens in the state to work to 68 to benefit from the campaign promise of a prescription drug program.

1. From the reading, what group of individuals make up a high percentage of the population?
2. The majority of the state legislature was controlled by the political party of which candidate?
3. The first paragraph give information about Rogers' likelihood of winning the election. Are her chances good or bad as the campaign begins? What does the reading say to influence your answer?
4. Which candidate was promoting the prescription drug program?
5. What population is the prescription program targeting?
6. Predict who you believe Lett should do at this point? Your answer should convey necessary support for your opinion.

Post-Test Key

This test is designed to assess how your vocabulary, ability to interpret data, and reading comprehension have improved while studying elections.

Vocabulary:

Place the letter of the word that matches the definition on the line.

- __H__ 1. Reorganizing voting districts so as to gain an advantage for a party or issues. The reorganization provides more voters who favor the ideals of those advocating the redistricting.
- __C__ 2. Members of opposing parties work together to support legislation, candidates, issues or federal appointees.
- __D__ 3. An office holder whose term has expired and, therefore, has less power.
- __B__ 4. Americans whose opinions are not loud and obvious but when combined together have enormous power.
- __F__ 5. Placing proposed legislation, which has been passed, on an election ballot to gain voter approval or rejection.
- __I__ 6. Those who believe in self government in personal and political matters.
- __E__ 7. The attempts of a Senator, or group of Senators to prevent passage of a bill that is supported by the majority by continually talking.
- __J__ 8. Political action by which party leaders or groups of party members show their support to a candidate or issue that appears to be a sure winner.
- __G__ 9. A person who is running for political office who is the current holder of the office he/she is running for.
- __A__ 10. Closed meeting of party members for leaders to reach agreement on pending legislative action, or party policies such a party nominees for office.

- A. Caucus
- B. Silent Majority
- C. Bi-partisan
- D. Lame Duck
- E. Filibuster

- F. Referendum
- G. Incumbent
- H. Gerrymandering
- I. Libertarian
- J. Band Wagon

Interpreting Data:

1. A group of new students took a test on the Constitution. The scores were as follows:

Score	Number of persons who got that score
96	10
94	11
92	3
87	4
83	6
81	5
72	3

What is the mean score? Round your answer to the nearest whole number. 89%

2. The school bond election in a small Northeast town was very close. There were 1478 registered Republican voters, 1384 Registered Democratic voters and 1023 that did not declare a party affiliation when they registered. When the votes were counted, there were 1606 votes for opposing the bond, and 1679 votes for supporting the bond. What percentage of the registered voters supported the bond? 43%
3. Using the data in question one, figure the following: There were 8 people who did not take the test, and 6 who failed. What percentage failed? Round your answer to the nearest whole number. 13%
4. A large poll was conducted to determine voter's perceptions of Steve Smith, candidate for Congress. They were to respond to the statement: Steven Smith can be counted on to lower our taxes. The voters responded if they agreed or disagreed. The results are below.
78 Disagreed; 114 slightly disagreed; 305 were undecided; 177 slightly agreed and 225 agreed. Which score was the mode? 305
5. Name the three measures of central tendency.
 1. mean
 2. median
 3. mode
6. A poll of residents was taken to see if they agreed with the cities recycling program. 18,000 questionnaires were mailed. 10,596 were returned. Another 423 were incomplete and had to be thrown away. What percentage of questionnaires were returned? 61%
7. Define statistics: A branch of mathematics dealing with organizing and interpreting data.

Reading Comprehension:

Read the following selection and answer the questions that follow.

Sherman Lett was the favorite son candidate in the gubernatorial election. His opponent, Jeane Rogers, was considered a dark horse candidate. It was time for a change in the state, as the term of the current governor had expired and he was a lame duck.

Jeane filed her candidacy early in the spring. She had spent \$125,000.00 in advertising by August. She planned to run a series of newspaper ads in September, as well as TV ads in October. Jeane projected that her party would give her \$85,000, as party control of the election and her win, might create a coattail effect and gain control over the legislature.

Lett was feeling confident about his campaign and chances of winning the race. However, near the end of August, Rogers began an extensive advertising campaign. It was projected that she would be spending 1.5 million dollars by the middle of September. Aside from the cost of the extensive advertising, Rogers began to hurl accusations that Lett was in favor of cutting medicare supplements and requiring citizens in the state to work to 68 to benefit from the campaign promise of a prescription drug program.

1. From the reading, what group of individuals make up a high percentage of the population? Elderly
2. The majority of the state legislature was controlled by the political party of which candidate? Lett
3. The first paragraph give information about Rogers' likelihood of winning the election. Are her chances good or bad as the campaign begins? What does the reading say to influence your answer? Bad: Dark Horse Candidate
4. Which candidate was promoting the prescription drug program? Lett
5. What population is the prescription program targeting? Elderly
6. Predict who you believe Lett should do at this point? Your answer should convey necessary support for your opinion.
Answers vary. Spend more on advertising, counter accusations with accurate information, etc., might be some of the answers